

WELCOME TO  
YEAR 1

# Staff Team



**Owls:** Mrs Presland

Miss Fenton will teach Owls on a Wednesday afternoon.



**Pelicans:** Miss Johnson

Miss Fenton will teach Pelicans on a Wednesday morning.

*We are always available at the start and end of school day if you would like to speak with us 😊*

- ▶ **Classroom Support:** Miss Clarke / Mrs Leggett / Mrs Geldart / Miss Fenton / Miss Greenhalgh

# In Year 1 we promote...

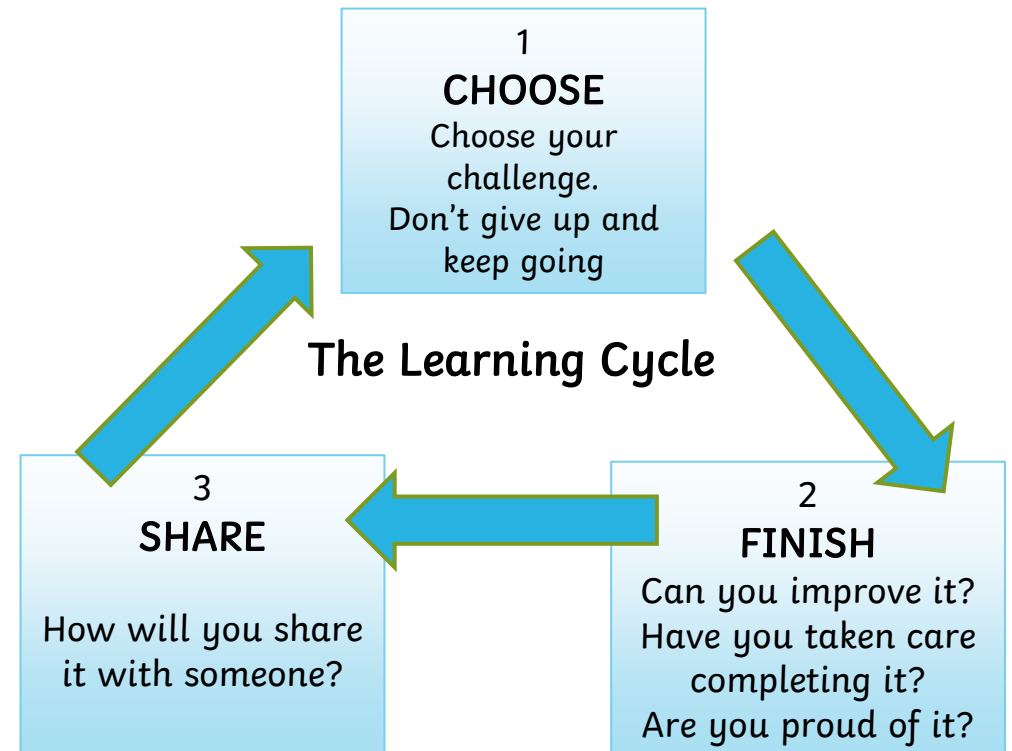
- ▶ A calm and focused learning environment
- ▶ A positive mind set
- ▶ The confidence to 'have a go'
- ▶ Always trying our best
- ▶ Behaviours for Learning: Perseverance, Cooperation, Reflectiveness & Resourcefulness
- ▶ Changes from Reception: Stepping-stone towards more formal learning, through topic-based provision that consolidates and deepens understanding













# Independent Learning

## The Provision

- A learning environment – indoors and outdoors
- Opportunities to develop skills
- Independent and resilient learners
- High engagement in areas that interest them
- Time to apply and consolidate what they have been taught
- Open ended resources to promote creativity, problem solving and critical thinking
- Adults there to support, scaffold and challenge
- Independent Journals
- Tapestry – access to see learning over the week



Year 1 Curriculum Map						
	Autumn		Spring		Summer	
 English	Stories with predictable phrasing Labels Lists and Captions Recounts Poetry – Vocab building & Rhyming couplets		Contemporary Fiction Reports Instructions Poetry – Vocab building & Rhyming couplets		Traditional Tales – Fairy Tales Reports Explanations Poetry – Vocab building & 'Take one Poet'	
 Maths	<b>Geometry:</b> Positional language including ordinal numbers <b>Numbers to 10:</b> Finding patters including subitising; Counting, comparing, estimating, ordering and regrouping; Part whole addition and subtraction problem solving; Comparison, equality and balance <b>Numbers to 20:</b> Making 10 and more; Estimating, ordering, 1 more and 1 less; Doubling and halving; Odd and Even numbers <b>Geometry:</b> Names and properties of 2-D and 3-D shapes		<b>Measures:</b> Comparing length, height, mass and speed; Sequencing events: days and months <b>Numbers to 20:</b> Adding and subtracting using 'think 10'; Equality and balance; Part or whole unknown; Language and problem solving; Comparing including statistics <b>Measures:</b> Coins and combinations to 20p; Ordering and comparing measures; Non-standard measures and introducing simple standard measures <b>Multiplication:</b> Counting in 2s, 5s and 10s		<b>Multiplication and division:</b> Equal or unequal groups and remainders; Repeated addition and arrays; Problem solving; Scaling and counting in 2s; Sharing and grouping problems <b>Time:</b> Telling the time: O'clock and half past <b>Fractions:</b> Sharing into equal groups; Equal or unequal parts of shapes; Fractions of continuous quantities including capacity <b>Numbers to 20 and 100:</b> Review of place value and digits, making tens and ones <b>Place Value:</b> Estimation, ordering and comparing	
 Science	Everyday Materials		Animals, including humans		Plants	
	Seasonal Changes					
 Computing	Unit 1.1 Online Safety Unit 1.2 Grouping and Sorting Unit 1.3 Pictograms Unit 1.4 Lego Builders		Unit 1.5 Maze Explorers Unit 1.6 Animated Stories		Unit 1.7 Coding Unit 1.8 Spreadsheets Unit 1.9 Technology Outside of School	
 History	<b>Toys</b> Changes in living memory Significant individual: Margarete Steiff		<b>Castles and Queens</b> Changes beyond living memory Significant individuals: Queen Elizabeth I & Queen Elizabeth II		<b>Houses and homes</b> Changes in living memory and beyond Significant individual: Mary Seacole	
 Geography	<b>Where We Live</b> Locational knowledge Map work skills Fieldwork		<b>Arctic Adventures</b> Locational knowledge Human and Physical Features Map work skills		<b>Kenya</b> Place knowledge Human and physical features Fieldwork	
 Art	<b>Collage</b> Combining different materials Artist: Megan Coyle & Rosie Sayer		<b>Painting</b> Colour mixing Artist: Zaria Forman		<b>Printing</b> Different techniques Artist: Bisa Butler & Maasai tribe Shuka cloth	
 DT	<b>Mechanisms</b> Sliders/pop-ups/pivots/paper toys		<b>Textiles</b> Cutting & decorative skills/bunting		<b>Structures</b> Houses & homes / construction	
 PE	Football Catching and throwing		Gymnastics Rackets, Bats and Ball Dance Games for Understanding		Jumping Team Building Running Athletics	
 RE	What should we be thankful for? Why light is such an important symbol?		Why are homes and family important to people? Why should we care for the world?		Why are stories such a good way to learn?	
Music	Draw responses to music Make instrument choices for specific sounds Compose music Follow a graphic score Perform a simple song in the Church Carol Service Sing in class assemblies and Christmas show		Move in time to music Make a graphic score as a class Rehearse and perform from graphic score Solo singing (personal choice) Play the glockenspiel Learn difference between high and low notes		Add percussion to a song Follow a conductor Use basic dynamics Recognise fast and slow sections in music Body percussion Sing in tune as part of an ensemble	
PSHE	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me

# Curriculum

# Curriculum

## Morning

- ▶ Phonics
- ▶ English
- ▶ Maths
- ▶ Focus group (1x per week)
- ▶ Independent Learning

## Afternoon

- ▶ Daily reflections / story
- ▶ Topic
- ▶ Independent Learning
- ▶ Computing
- ▶ Science
- ▶ PE
- ▶ PSHE
- ▶ RE
- ▶ Music
- ▶ Geography/History
- ▶ Handwriting

# Curriculum: Phonics

- ▶ Phase 3 recap – digraphs, trigraphs
- ▶ Phase 4 – clusters and blends
- ▶ Phase 5 – alternate sounds and split digraphs
  
- ▶ Phonics screening – parent meeting in the spring term
- ▶ Pack sent home with sound mats, tricky words and handwriting families



# Curriculum: Reading



Year 1 Fiction

 **hino**  
Readers



- Children receive a decodable phonics reading book from our phonics scheme
- Children may also receive another book to practise fluency, enjoyment and reading skills

# Curriculum: Reading & Writing

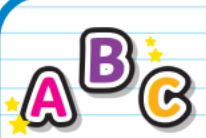


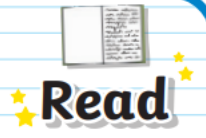
## Reading

- ▶ Build reading fluency
- ▶ Read for pleasure and develop a motivation to read
- ▶ Decode unfamiliar words using phonics knowledge
- ▶ Respond with the correct sound for all 40+ graphemes taught
- ▶ Read common exception words

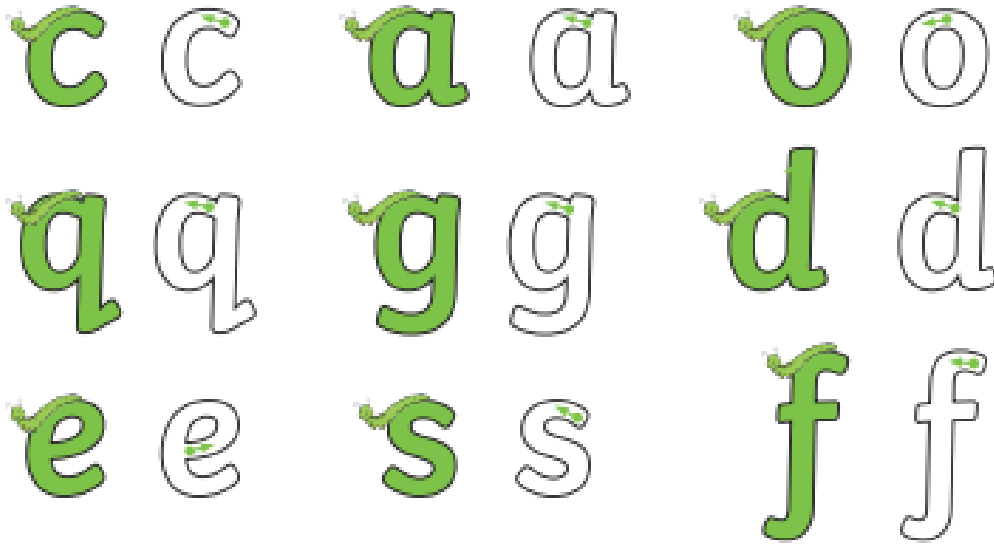
## Writing

- ▶ Write sentences that include a capital letter, spaces and punctuation
- ▶ Write a sequence of sentences that form a narrative
- ▶ Spell words that include 40+ phonemes taught through phonics
- ▶ Form lower case and capital letter correctly, knowing the letter families

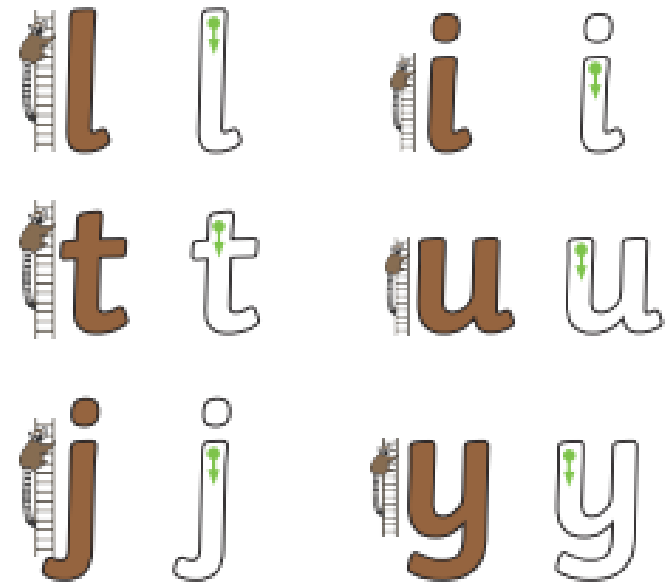
the	is	no	one
a	his	go	once
do	has	so	ask
to	I	by	friend
today	you	my	school
of	your	here	put
said	they	there	push
says	be	where	pull
are	he	love	full
were	me	come	house
was	she	some	our
	we		

			
capital letters	finger spaces	full stop	read it again

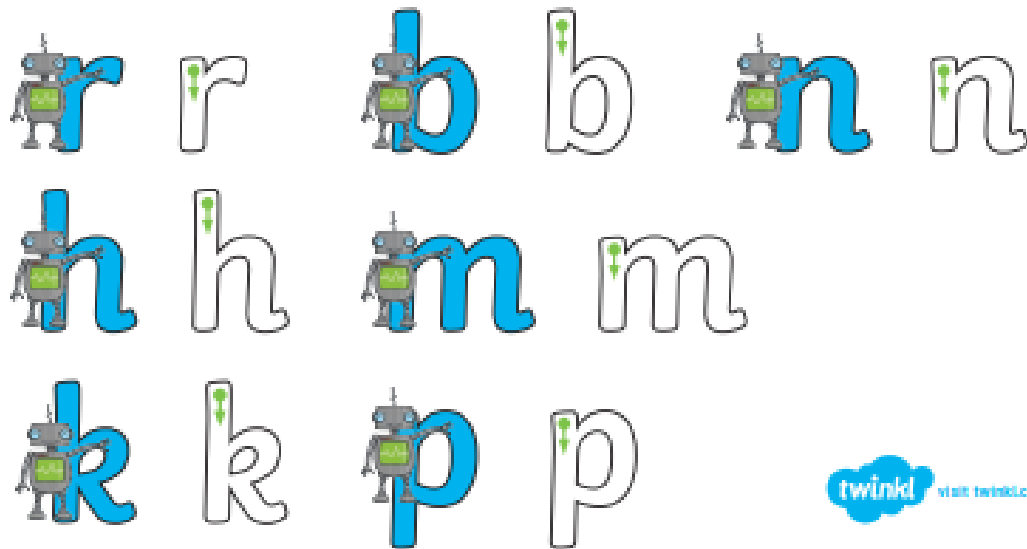
## Curly Caterpillar Letters



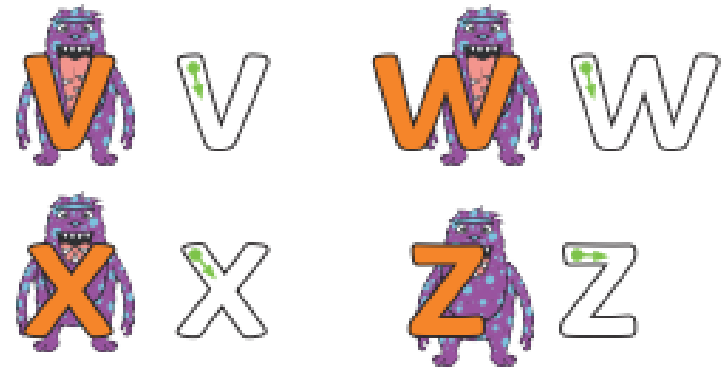
## Ladder Letters



## One Armed Robot Letters



## Zigzag Monster Letters



# Curriculum: Writing

- ▶ Develop phonics skills to support spelling
- ▶ Sentence structure
- ▶ Use of conjunctions and adjectives
- ▶ Write at length
- ▶ Write for a range of purposes

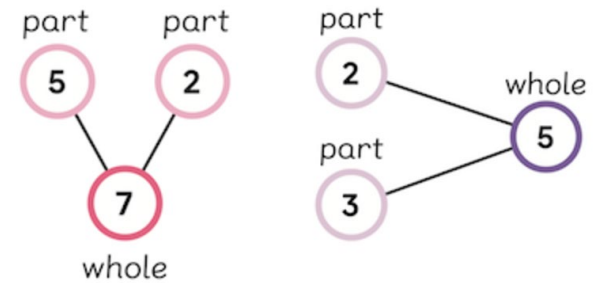
Year 1 and 2 Common Exception Words			
Year 1		Year 2	
the	they	door	gold
a	be	floor	hold
do	he	poor	told
to	me	because	every
today	she	find	great
of	we	kind	break
said	no	mind	steak
says	go	behind	pretty
are	so	child	beautiful
were	by	children	after
was	my	wild	fast
is	here	climb	last
his	there	most	past
has	where	only	father
I	love	both	class
you	come	old	grass
your	some	cold	pass
			plant
			bath
			hour
			move
			prove
			improve
			sure
			sugar
			eye
			parents
			Christmas
			everybody
			even



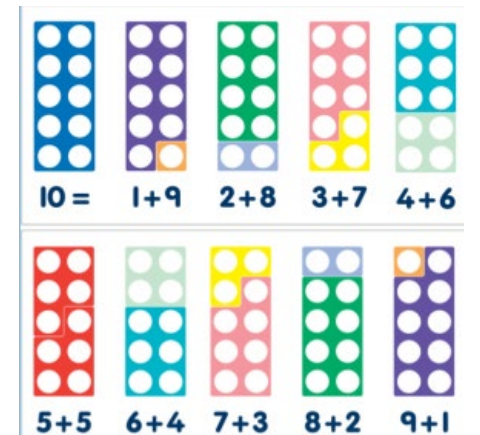
# Maths

- Count forwards and backwards up to 100, starting at any number
- Identify and represent numbers in different ways
- Add and subtract 1- and 2-digit numbers to 20 and beyond
- Number bonds to 10 and 20
- Mathematical vocabulary linked to measure, simple fractions, shape, position
- Develop number fluency and number sense

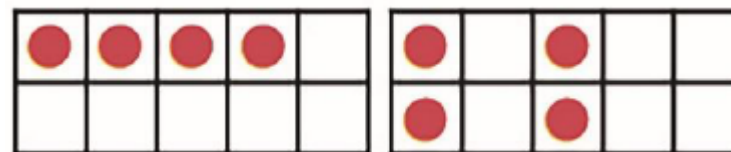
Cherry model (regrouping)



Number bonds to 10 using Numicon



Tens Frame



# Wider Curriculum

- ▶ If you have a particular skill or area of expertise, do let teacher know as we always love visitors!
- ▶ Library books are borrowed on a Tuesday.
- ▶ PE day is Friday please send children into school in PE kit.
- ▶ We take part in whole school themed weeks and local visits throughout the year.
- ▶ If your child has read their reading book 3x then please put it in the change tray.

## English Standards

### Year 1 Writing

Working at the expected standard (EXS)

The pupil can, after discussion with the teacher:

- read own writing aloud clearly for others to hear and discuss
- orally rehearse sentences and sequence them to form short narratives
- join words and clauses with the conjunction 'and'
- use past, present and future accurately in speech and begin to incorporate these in their writing
- demarcate many sentences using a capital letter and a full stop, question mark or exclamation mark
- spell some Y1 common exception words\* and the days of the week
- segment spoken words into phonemes and represent these by graphemes, spelling many words in a phonically-plausible way
- form many letters and digits correctly, with some difference between upper and lower-case letters
- use spaces between words.

### Year 1 Reading

Working at the expected standard (EXS)

The pupil can:

- read accurately many words of two or more syllables containing graphemes taught so far<sup>1</sup> for all of the 40+ phonemes
- read most words containing common Year 1 suffixes\*
- read most Year 1 common exception words\*

In age-appropriate<sup>1</sup> books, the pupil can:

- read most words accurately without frequent overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words
- sound out most unfamiliar words accurately

In a book they can already read fluently, the pupil can:

- check that it makes sense to them, correcting most inaccurate reading
- answer questions and make some inferences
- join in discussions about what has happened so far in what they have read

## Number and Place Value

### Ready to Progress: Year 1

Count forwards and backwards, starting from any number.

Count, read and write numbers to 100 in numbers.

Count in jumps of twos, fives and tens.

Use one more and one less than a number.

Use dots and pictures to show the value of numbers.

Use numbers using words such as equal to, more than, less than (fewer),

Count numbers from 1 to 20 in numbers and words.

Use number lines and maths sentences involving adding (+), subtracting (-)

Use number lines and subtraction facts within 20.

Use number lines and two-digit numbers to 20, including zero.

Use number lines involving adding and subtracting using objects

Use number lines as 7 = \_\_\_\_\_ - 9 using objects

# End of year expectations

# Curriculum: Behaviour

Emotional Literacy (Zones of Regulation) involves:

- ▶ Self-awareness.
- ▶ The ability to name emotions and feelings.
- ▶ Recognition of your own emotions and feelings.
- ▶ Knowing how to manage your emotions and feelings.

## Therapeutic Thinking

- ▶ We analyse behaviour.
- ▶ We look for the root causes from feelings and experiences.
- ▶ We model therapeutic practices.
- ▶ We provide children with additional support in this area, alongside parents and carers.



### Golden Rules





We are gentle and kind to everyone in our school.





We always try our best.





We always listen carefully and politely to everyone.





We always look after our property, other children's property and property belonging to adults and the school.

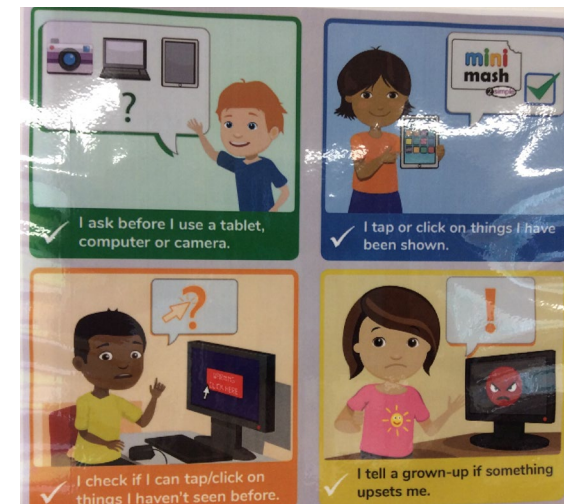



We try hard to be honest at all times.

Blue	Green	Yellow	Red
Sad Disappointed Tired Sick/unwell Down Bored	Happy Calm Feeling ok Focused Safe Ready to learn Relaxed	Frustrated Worried Excited Silly Wiggly Unsettled Some loss of control (body/volume)	Angry Terrified Elated Yelling/Hitting Livid Cross Furious Unsafe

# E-Safety

- ▶ Children are taught how to stay safe on the internet through computing sessions
- ▶ E-safety newsletters are sent out termly and you can refer to the school website for further information and resources
- ▶ Please continue these messages at home and monitor what your child is accessing online
- ▶ Use Purple Mash during our computing lessons



# Home Learning

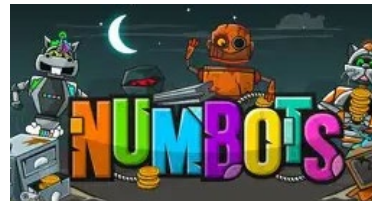


100

Things to do whilst at



Tannery Drift First School



3

PEGI 3

Games with a PEGI 3 rating are suitable for all ages.

They may have:

child-like settings

comical violence

language more suitable for young children

For example:

Just Dance

FIFA

DiRT Rally

Animal Crossing

7

PEGI 7

Games with a PEGI 7 rating are suitable for ages 7 and above.

They may have:

some scenes or sounds that could be frightening

mild forms of violence (non-realistic or with no detail)

For example:

Minecraft

Roblox

Among Us

Lego Series



12

PEGI 12

Games with a PEGI 12 rating are suitable for ages 12 and above.

They may have:

violence of a slightly graphic nature involving fantasy characters

suggestive activities or language

gambling

mild bad language

For example:

Sims

Fortnite

Dragon Ball FighterZ

Super Smash Bros. Ultimate

16

PEGI 16

Games with a PEGI 16 rating are suitable for ages 16 and above.

They may have:

violence and adult content that looks like real life

bad language

scenes demonstrating the use of tobacco, alcohol or illegal substances

For example:

Marvel's Avengers

Battlefield 2042

Halo Infinite

Marvel's Spider-Man



# Snack / Lunch

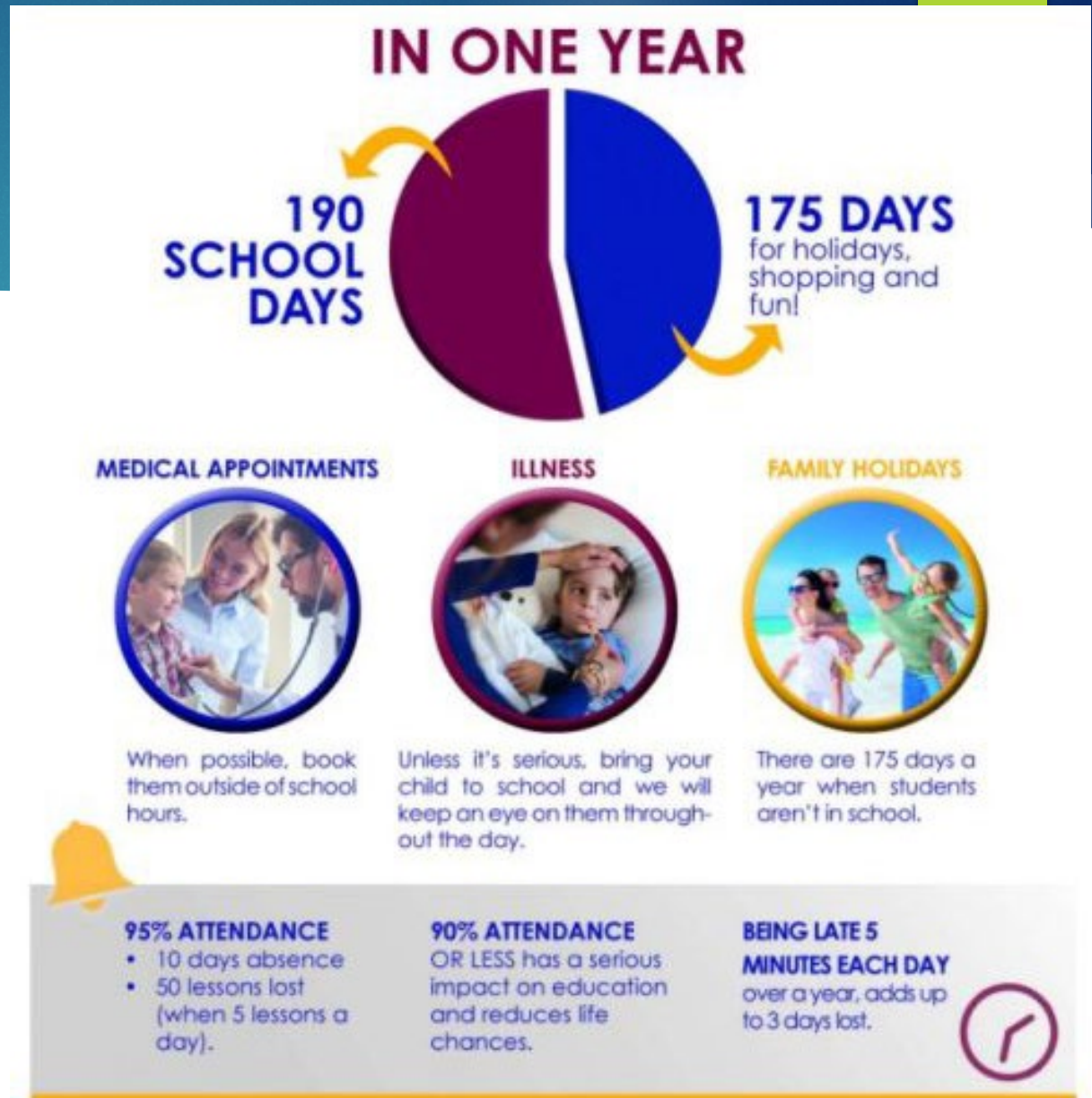
- ▶ School lunches must be ordered in advance through the School Grid App.
- ▶ If you think you may qualify for **Free School Meals**, please speak to the office.
- ▶ In Year 1 children are provided a choice of healthy snack at break time. We are a **nut-free school**, so please ensure the children's packed lunch is safe to bring to school.



# Trips and Visits / Clubs

- ▶ We take part in whole-school themed weeks throughout the year such as, Number Day, Arts Week, Feeling Good Week, World Book Day and Science Week (many more!).
- ▶ Lunchtime and after school clubs have commenced.
- ▶ We will be planning a trip for Year 1 later in the year.
- ▶ We also have some local visits throughout the year.

# Attendance



# School Communications

## THE NOTICEBOARD



- Sent weekly to all families via Arbor email.
- Can also be found on the website.
- Contains helpful information, dates for your diary as well as photos of school events.

Teachers are available at either end of each day for brief messages. If you need to discuss something in more detail, please ask the office to organise a time with your child's class teacher, via email ([admin@tannerydrift.herts.sch.uk](mailto:admin@tannerydrift.herts.sch.uk)).

Ms Kerr, our Family Support Worker & Mental Health Lead is available to offer practical help and emotional support to families experiencing short or long-term difficulties ([familysupport@tannerydrift.herts.sch.uk](mailto:familysupport@tannerydrift.herts.sch.uk)).