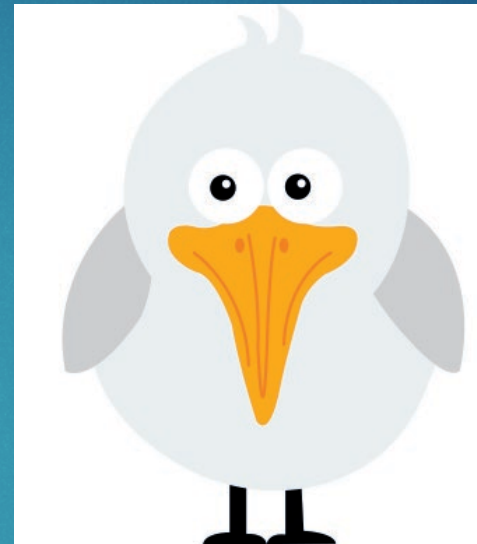




WELCOME TO
YEAR 1

Staff Team



Owls: Mrs Presland
Mrs Leggett (Mon & Tues)
Miss Clark (Wed, Thurs & Fri)
Mrs Sengupta

Mrs Kay will teach the Owl Class
on a Thursday afternoon.



Pelicans: Mrs Seymour
Miss Fenton
Mrs Sengupta

Mrs Kay will teach the Pelican
Class all day on a Friday.

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

The Year 1 day

- Curriculum lessons
 - am – phonics, handwriting, English, maths (small focus groups for English and Maths)
 - pm – reading, science, history / geography, religious education (RE), personal social health education (PSHE), physical education (PE), computing, music, art/DT
- Independent Learning time
 - 5 challenges per week
 - Linking to previous week's learning
 - Phonics, writing, maths, investigation, art/DT
- Increase in whole-class teaching and work outcomes over the course of the year

	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	Geometry: Positional language including ordinal numbers Numbers to 10: Finding patters including subitising; Counting, comparing, estimating, ordering and regrouping; Part whole addition and subtraction problem solving; Comparison, equality and balance Numbers to 20: Making 10 and more; Estimating, ordering, 1 more and 1 less; Doubling and halving; Odd and Even numbers Geometry: Names and properties of 2-D and 3-D shapes		Measures: Comparing length, height, mas and speed; Sequencing events: days and months Numbers to 20: Adding and subtracting using 'think 10'; Equality and balance; Part or whole unknown; Language and problem solving; Comparing including statistics Measures: Coins and combinations to 20p; Ordering and comparing measures; Non-standard measures and introducing simple standard measures Multiplication: Counting in 2s, 5s and 10s		Multiplication and division: Equal or unequal groups and remainders; Repeated addition and arrays; Problem solving; Scaling and counting in 2s; Sharing and grouping problems Time: Telling the time: O'clock and half past Fractions: Sharing into equal groups; Equal or unequal parts of shapes; Fractions of continuous quantities including capacity Numbers to 20 and 100: Review of place vale and digits, making tens and ones Place Value: 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	Toys Changes in living memory Significant individual: Margarete Steiff		Castles and Queens Changes beyond living memory Significant individuals: Queen Elizabeth I & Queen Elizabeth II		Houses and homes Changes in living memory and beyond Significant individual: Mary Seacole	
 Geography	Where We Live Locational knowledge Map work skills Fieldwork		Arctic Adventures Locational knowledge Human and Physical Features Map work skills		Kenya Place knowledge Human and physical features Fieldwork	
 Art	Collage Combining different materials Artist: Megan Coyle & Rosie Sayer		Painting Colour mixing Artist: Zaria Forman		Printing Different techniques Artist: Bisa Butler & Maasai tribe Shuka cloth	
 DT	Mechanisms Sliders/pop-ups/pivots/paper toys		Textiles Cutting & decorative skills/bunting		Structures 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

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

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

Curriculum: Phonics

- ▶ Level 3 recap – digraphs, trigraphs
- ▶ Level 4 – clusters and blends
- ▶ Level 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



Spelling Pattern

ay saying /ai/

day	clay
may	tray
say	spray
play	crayon

Common Exception Words

said	so
------	----



Curriculum: Reading



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

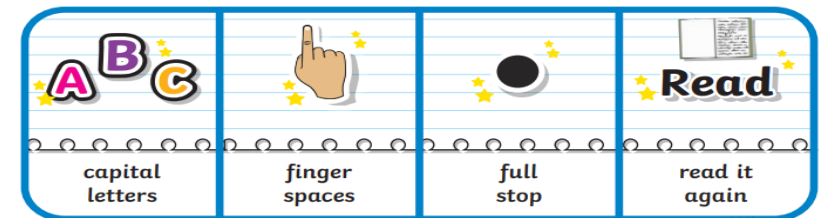
Curriculum: Reading & Writing

Reading

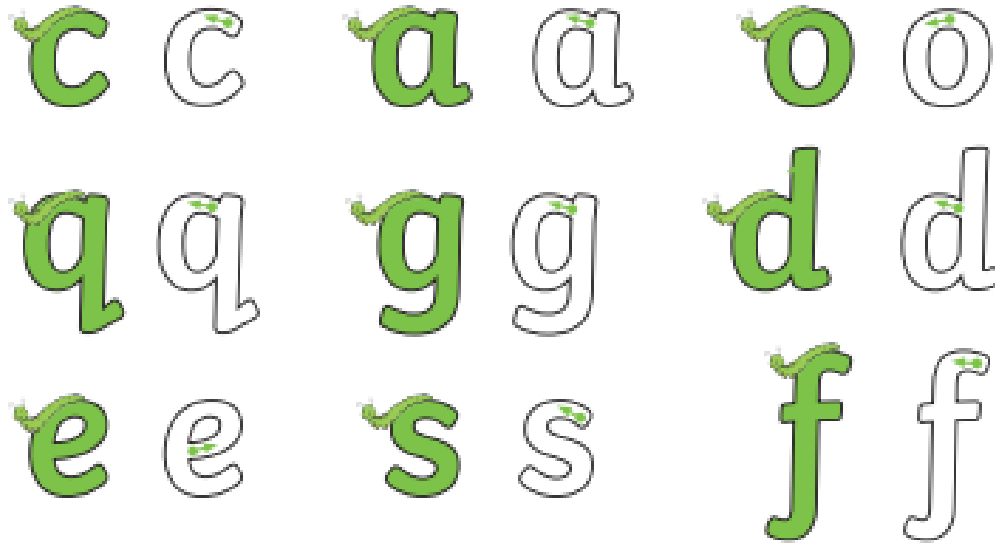
- ▶ Build reading fluency
- ▶ Read for pleasure and develop a motivation to read
- ▶ Decode unfamiliar words using phonics knowledge
- ▶ Respond with the correct sound for all 40+ graphemes taught
- ▶ Read common exception words

Writing

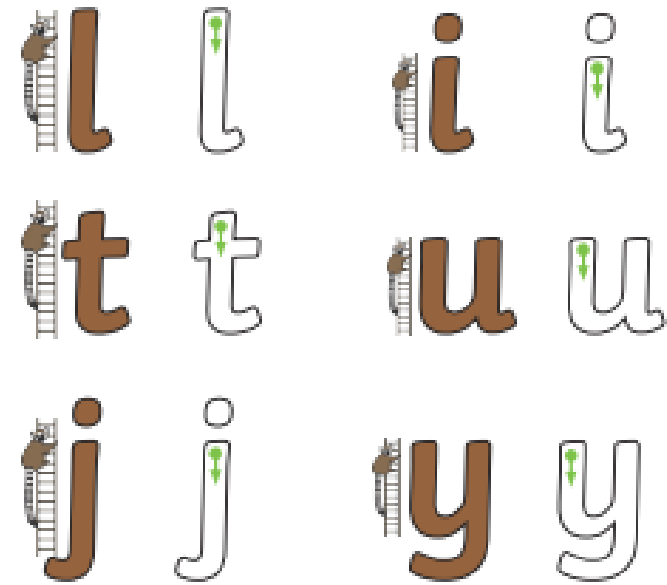
- ▶ Write sentences that include a capital letter, spaces and punctuation
- ▶ Write a sequence of sentences that form a narrative
- ▶ Spell words that include 40+ phonemes taught through phonics
- ▶ Form lower case and capital letter correctly, knowing the letter families



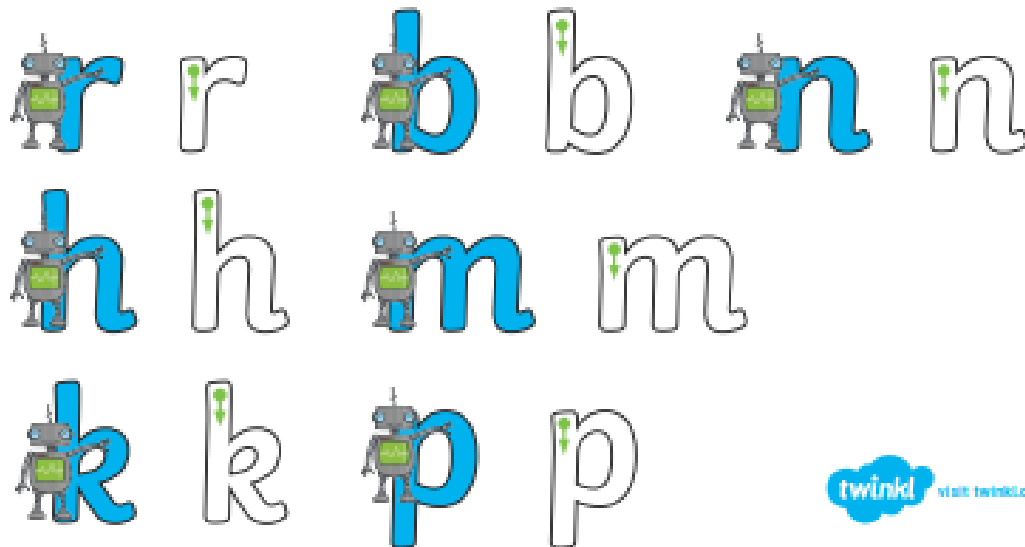
Curly Caterpillar Letters



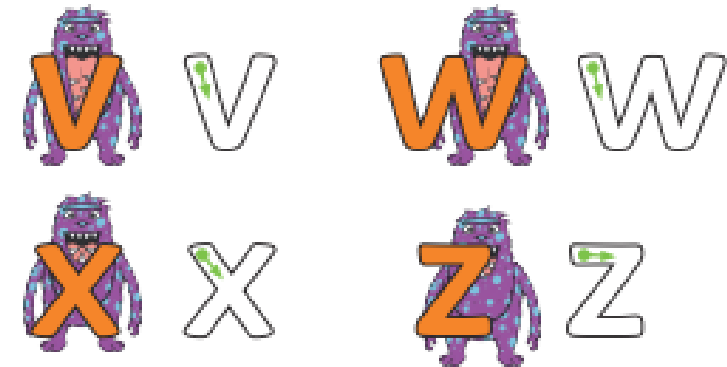
Ladder Letters



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

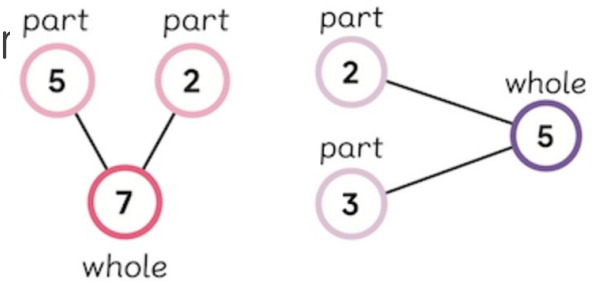
Year 1 and 2 Common Exception Words							
Year 1				Year 2			
the	they	one		door	gold	plant	clothes
a	be	once		floor	hold	path	busy
do	he	ask		poor	told	bath	people
to	me	friend		because	every	hour	water
today	she	school		find	great	move	again
of	we	put		kind	break	prove	half
said	no	push		mind	steak	improve	money
says	go	pull		behind	pretty	sure	Mr
are	so	full		child	beautiful	sugar	Mrs
were	by	house		children	after	eye	parents
was	my	our		wild	fast	could	Christmas
is	here			climb	last	should	everybody
his	there			most	past	would	even
has	where			only	father	who	
I	love			both	class	whole	
you	come			old	grass	any	
your	some			cold	pass	many	



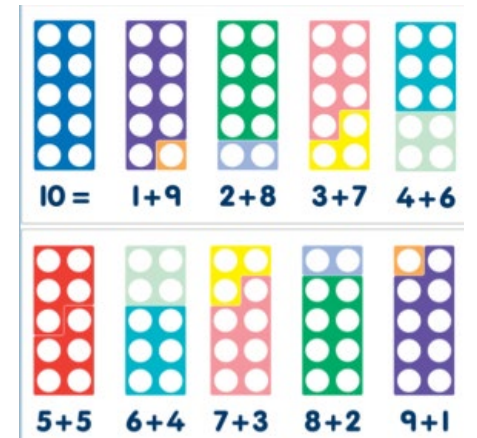
Maths

- 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

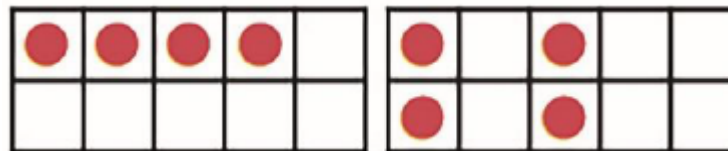
Cherry model (regrouping)



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 Thursday - please send children into school in PE kit. Increase to 2 PE lessons next term
- ▶ We take part in whole school themed weeks and local visits throughout the year

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 for all of the 40+ phonemes
- read most words containing common Year 1 suffixes*
- read most Year 1 common exception words*

In age-appropriate 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 to and across 100, 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.

Represent numbers and pictures to show the value of numbers.

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

Numbers from 1 to 20 in numbers and words.

Read and write maths sentences involving adding (+), subtracting (-)

Read and write addition and subtraction facts within 20.

Read and write two-digit numbers to 20, including zero.

Represent and solve problems involving adding and subtracting using objects

Use number lines to solve problems such as $7 + \underline{\quad} = 10$ and $10 - 9 = \underline{\quad}$ 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.

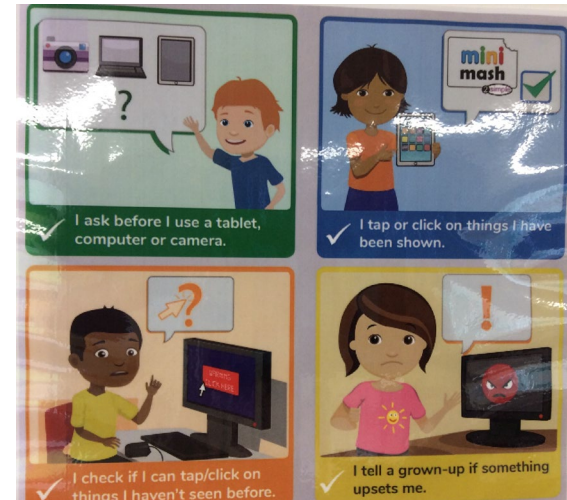



We try hard to be honest at all times.

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



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

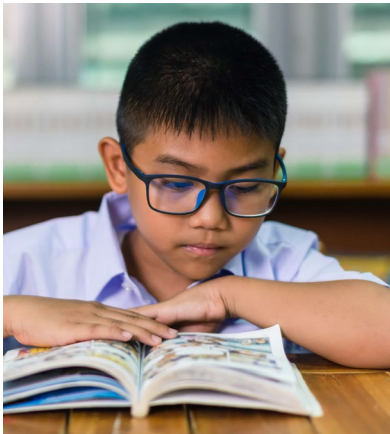
Battlefield 2042

Halo Infinite

Marvel's Spider-Man



Home Learning

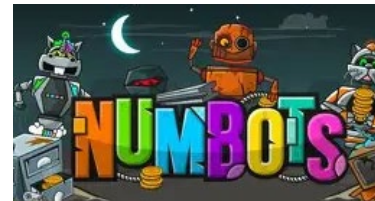


100

Things to do whilst at



Tannery Drift First School



Snack / Lunch

- ▶ School lunches must be ordered in advance through the School Grid website.
- ▶ 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.



Celebratory Treats in School



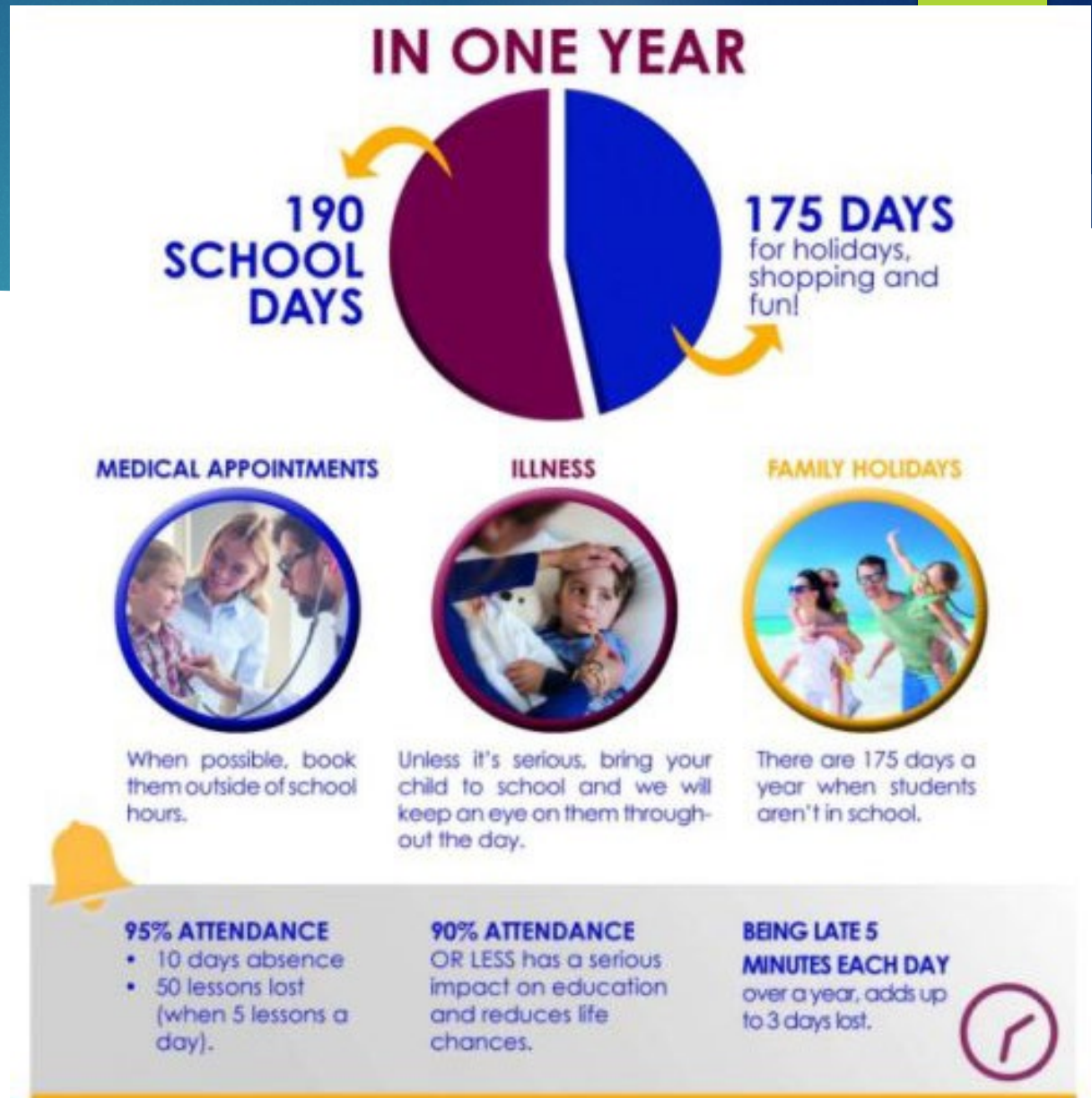
To help keep all children safe, healthy, and included, we kindly ask that birthday sweets, cakes, and other treats are **not brought into school** for sharing in classrooms. This policy helps to:

- Protect children's health and wellbeing
- Reduce the risk of severe allergic reactions
- Ensure fairness and inclusion for all pupils

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).

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).

Friends of Tannery Drift



F·T·D·S

FRIENDS OF TANNERY DRIFT SCHOOL