

Year 1
Curriculum Meeting

September 2025

Year Lead: Miss Grant

Year 1 Team



Fox Class:
Miss Grant



Hedgehog Class:
Mr. Train



Squirrel Class:
Miss Barnes (M-W)
Mrs. Gregory (Th-F)

Day to Day

- Library day – Friday
- P.E Days – Monday and Thursday (Monday subject to change ½ termly to a Friday)
- Forest School Days – Will be on the newsletter – starting Autumn B
- Book Bags only please – we do not have space for rucksacks! Only if attending a club that day.
- Reading Books – These can be changed daily if they have read the whole book.

Day to Day

Daily
Phonics and
Reading

Daily
Storytime
sessions

Explore and
Learn Time

Regular
English and
Maths
sessions

Foundation
Subjects
Learning
(Music, PDL, Art, D&T,
Geography, Science,
History, Computing, P.E,
R.E etc)

Topics and Foundation Subject

- ½ Termly topics: Include Enchanted Forest and Animals, Space, Dinosaurs.



- Foundation subjects may be taught in weekly lessons or in more condensed 'blocks' depending on the skills and objectives to be covered.

Foundation Subjects

These are some of the topics and skills the children will learn in the foundation subjects throughout the year.

History → Toys, Mary Anning, History of Fleet Infant School

Geography → Knowing 7 continents, 5 oceans and UK countries and capitals. Map skills, comparative studies for two locations

Religious Education (R.E) → Harvest, Light as a Symbol, People Jesus Met, Krishna's Birthday

Design and Technology (D&T) and Art → Pastels, Sketching, Painting, Printing, Joining and fixing materials, Food preparation

Physical Education (P.E) → Dance, Gymnastics, Games, Ball skills, Hockey, Invasion games, Net Games

Science → Materials, Plants, Animal Survival, Habitats, Seasons

Computing → Word Processing, typing skills, using 2 hands on the touchpad and keyboard, Graphics, Coding

Mentally Healthy

We care about children's emotional and personal health:

- Lolly Sticks
- Personal Development Curriculum (PDL)
- What went well – focusing on positives
- Circle Time



Learning Behaviours and Values

- Explaining
 - Rising to the Challenge
 - Listening
 - Perseverance
 - Collaboration
 - Managing distractions
-
- Kindness
 - Gratitude
 - Courage
 - Respect
 - Resilience
 - Honesty

Continuous provision

- Blending EYFS with Year 1
- Will continue through Autumn Term and as the children require
- Opportunities to develop areas of need
- Focus on letter formation, fine motor skills, phonics, understanding of number

Independence

- Dressing themselves – please support this at home, folding items of clothing, putting them the right way, undoing buttons, dresses, taking T-shirts off etc
- Responsibility for own belongings e.g. get their jumper / hat at the end of the day (their name **NEEDS** to be in it)
- Daily jobs – give them reminders if they need to hand in letters / change their reading book
- Changing books – make sure they are bringing home the right book e.g. Yellow C2 or Yellow P2

Phonics

- Revising Phases 2 and 3
- Phonics Games
- Segmenting and blending
- Sound buttons

soap

chair

Phase 2 Sounds



Phase 3 Sounds



joint















Phonics

- Revising Phase 4
- Sound buttons
- Segmenting, blending and chunking

melt



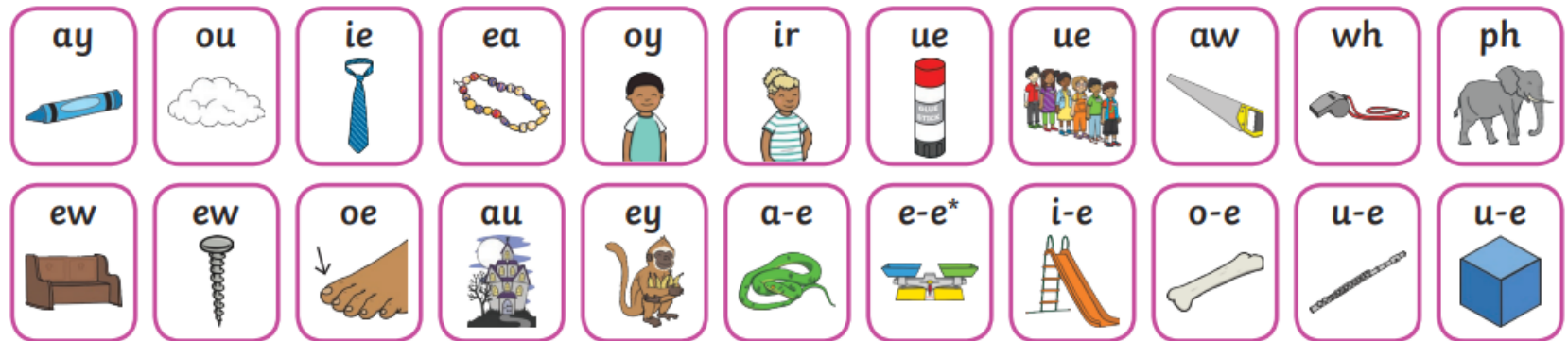
My Phase 4 Sound Mat

st  starfish	nd  hand	mp  lamp	nt  tent	nk  ink	ft  gift	sk  tusk	lt  belt
lp  help	lf  shelf	lk  milk	pt  script	xt  text	tr  tree	dr  drawing	gr  grandpa
cr  crab	br  brush	fr  frog	bl  blackberry	fl  flag	gl  glasses	pl  plane	cl  clown
sl  sleep	sp  spade	tw  twins	sm  small	pr  printer	sc  scarf	sk  skunk	sn  sniff
nch  bench	scr  screw	shr  shrew	thr  thread	str  string			

Phonics

- Teaching Phase 5 – New Phonemes / graphemes

Phase 5 Sounds



*even

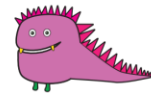
Phonics

- The Year 1 phonics screening check (June) expects all children to:
 - Apply their knowledge of sounds to read real words and 'alien' or nonsense words
 - Know all the 40+ graphemes (written representations of sounds) and the sounds they make.
 - E.g. **light** and **bike** both have the same sound but it is written in different ways
 - For real words they will need to be aware of graphemes that make two different sounds (e.g. the **ow** in 'crow' and the **ow** in 'cow'). For alien words, both pronunciations will be accepted.
 - Children will not be tested on words that are not decodable (e.g. said)

crust

trails

vaw



meast



Phonics Sounds

In addition to the single letter sounds (e.g. **j**, **z**). The children need to know digraphs and trigraphs (where two or three letters make one sound). Below is a table showing these sounds and giving some example words. It is important to note that some sounds are made using different spellings (e.g. **ee** as in sheep, **ea** as in meat and **e_e** as in even all make the same sound). Also, the same written sound can have different ways of being said (e.g. **ea** as in team and **ea** as in head).

This table shows all the sounds that the children will need to learn and some example words that make the correct sound.

qu - queen, quick	ear - hear, dear	oe - toe, goes
ch - church, much	air - fair, pair	au - autumn, launch
sh - sheep, shop	ure - sure, cure	a_e - make, came
th - thin, with	er - corner, her	e_e - these, even
ng - sing, strong	ay - day, tray	i_e - like, time
ai - rain, sail	ou - out, cloud	o_e - home, cone
ee - feet, keep	ie - pie, tie	u_e - rule, cube
igh - light, night	ea - meat, seal	i - find, child
oa - goat, moan	oy - boy, annoy	o - cold, told
oo - book, boot	ir - girl, skirt	c - circle, central
ar - farm, chart	ue - blue, true	g - giant, ginger
or - for, torn	aw - saw, yawn	ow - blow, snow
ur - hurt, turn	wh - when, which	ie - field, chief
ow - cow, town	ph - photo, phone	ea - bread, head
oi - coin, soil	ew - new, chew	ey - donkey, monkey

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Spellings

- 45 Year 1 Common Exception Words
- Practiced daily at school and tested termly
- 5 new words on the newsletter each week

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

Writing

Different
Genres –
key features
(story, instruction,
description, non-
fiction, poetry etc)

Drama,
practical,
hook,
speaking
and
listening

Opportunities
to explore
language and
learn
grammar.

Guided,
adult-led
piece –
focus on key
skills and
features.

Independent
tasks for
children to
apply their
skills.

Reading

Range of
texts
(story, instruction,
non-fiction,
poetry etc)

Matched to
their phonic
ability.

Guided and
individual.

Comprehension
inference,
themes and
language.

Story Time
and an
environment
encouraging a
love of reading



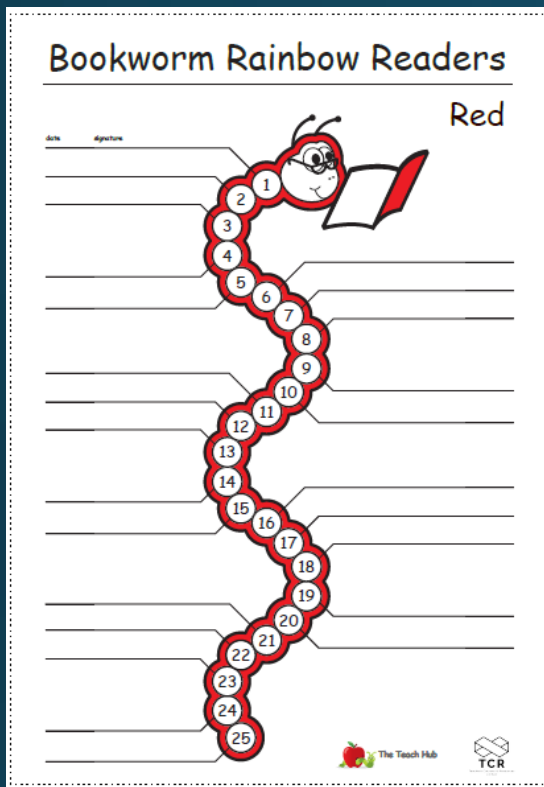
A 2019 study by The Ohio State University found that children whose parents read to them daily will hear nearly 1.5 million more words by the time they turn five than children who were not read to at all.

Sight Words

"Knowing words by sight makes reading easier and faster, because the reader does not need to stop to try and sound out each individual word, letter by letter."

Reading

- Book bands (colour band numbered 1-9, ignore scheme banding)
- Red and Yellow bands have been split into Core books (C4) and Phonic Books (P4)
- Their reading book will be in line with phonics teaching
- Please comment in the reading diary and sign the reading worm every time they read – even if only read a few pages.
- Re-reading books is important for understanding and building fluency.
- Comments help us to assess the children but also ensure they are only changing when they need to be.
- Have books in book bag every day – adults in school will also read their book and comment in the diary.
- 5 times a week at home
- Check comprehension – understanding of what they have read
- Check understanding of language – do they know what that word / phrase means?



- * Each child will start a new Year 1 Red worm
- * When they read each day to an adult at home, the book worm is dated, signed and coloured in. Once a worm is complete (25 reads), the child receives a sticker of that colour to wear at school and they move on to the next colour of the rainbow.
- * There are 10 different colours that your child can complete.
- * Parents will need to sign and date the book worms at home when they read (you will still need to sign the reading diary as well!)
- * Maximum of 2 reads a day (doesn't have to be the whole book).
- * When they get to the end of Gold, they are awarded with a Rainbow certificate from the Headteacher.

The **MORE** that you **READ**,
the more **THINGS** you will **KNOW**.

The **MORE** you **LEARN**,
the more **PLACES** you'll **GO!**

~ Dr. Seuss

Children and young people who are the most engaged with literacy are three times more likely to have higher levels of mental wellbeing than children who are the least engaged.

(Clark & Teravainen-Goff, 2018)

Why Can't I Skip My 20 Minutes of Reading Tonight?

Student "A"
reads **20 minutes**
each day

3600 minutes in
a school year

1,800,000 words



Student "B"
reads **5 minutes**
each day

900 minutes in
a school year

282,000 words



Student "C"
reads **1 minute**
each day

180 minutes in
a school year

8,000 words



Maths

Mental
Maths
Toolkits

Deep &
Secure

Maths
Mastery

Long Term

Adaptable

Concrete



Pictorial

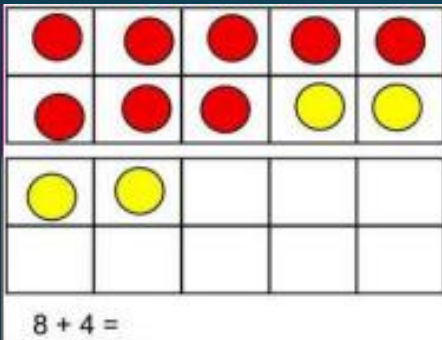


Abstract

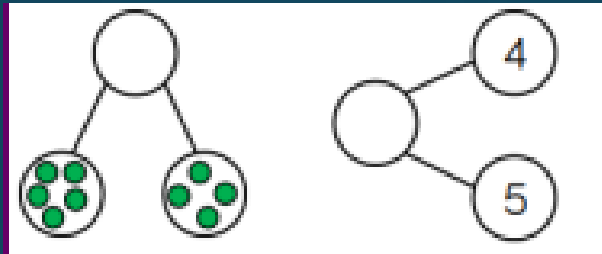
$$2 + 1 = 3$$

Strategies and Resources

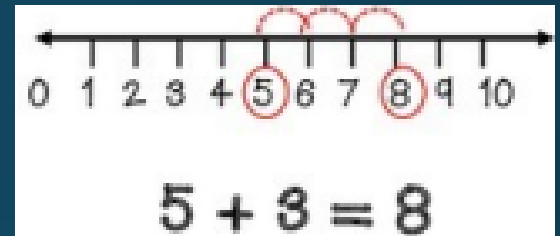
Tens Frames



Part Whole Model



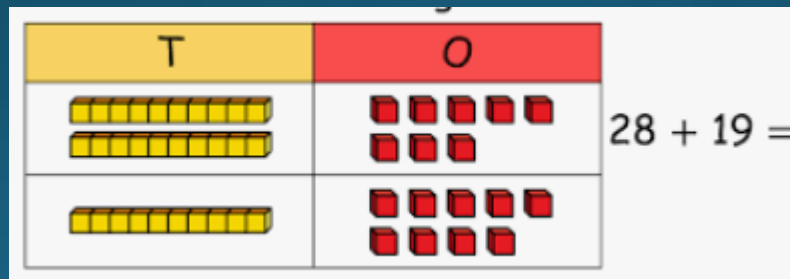
Number Line



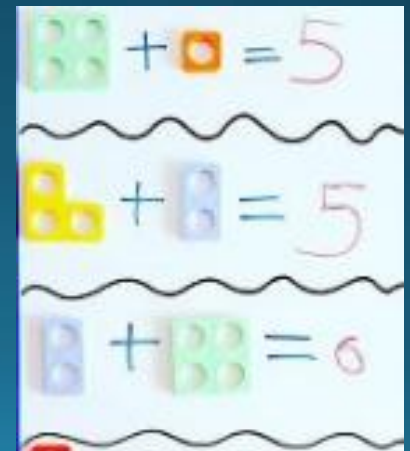
Objects



Dienes



Numicon





Number at home



- Counting forwards and backwards from different numbers within 100.
- Counting objects and moving them as they count (e.g. pasta, toys, buttons, pinecones, leaves etc).
- Finding 1 more or 1 less than a number.
- Number formation – use finger to trace in sand, write with a stick in mud, chalking numbers etc



- Number pairs within 10 (e.g. ways to make 6, ways to make 9)
Always start practically

Concrete



Pictorial



Abstract

$$2 + 1 = 3$$

Maths

- Mental maths skills are essential to develop understanding of mathematical concepts.



Story of 5

5 and ___ make 5.
4 and ___ make 5.
3 and ___ make 5.
2 and ___ make 5.
1 and ___ make 5.

- Revisiting key areas of maths throughout the year, such as addition and subtraction, will allow children to consolidate and further build on their understanding.

P.E

- P.E Bags in school every day
- P.E kit - named (navy shorts and trousers/leggings for the cold weather, white t-shirt and navy sweatshirt/hoodie, plimsolls/trainers, socks)
- Shorts must be worn on apparatus so please make sure they have a named pair in their P.E bags.
- This half term we are all on Monday and Thursday – subject to change due to weather or timetable clashes.
- Hair tied back if long (boy/girl)
- Earrings taped or removed
- Encourage independence in changing at home.

Enrichment

- Visits, visitors and 'hook' days throughout the year e.g. dress up, exploration day, visits and immersive experiences
- Opportunities to share our learning e.g. with another year group, inviting parents/carers in,
- Opportunities to focus on special events/themes during the year e.g. Bonfire night, Remembrance Day, St. George's Day.

Trips and Visits

- Letters – lunches and payment on Arbor
- Helpers – these trips are made possible by having your support (must be DBS checked – please get one now if you are considering)
- Enhances curriculum
- A variety of exciting trips and visits:
 - Story teller visit
 - Winchester Science Centre trip
 - Animal Workshop
 - Living Rainforest trip

Website

- Topics
- Useful Links
- Letter formation
- Spelling sheets
- PowerPoints of meetings
- Class updates (work, photos, videos etc)
- Consent must be given for your child's photo to be on the website - Arbor

CURRICULUM	>
CLASS PAGES	>
FOREST SCHOOL	>
CELEBRATING SUCCESS	>
50 THINGS TO DO WHILST ...	>
LEARNING BEHAVIOURS A...	>
SCHOOL COUNCIL	>
ACTIVE DANCE	>
GALLERY	>

YEAR 1

Home >> In the Classroom >> Class Pages >> Year 1



Fox



Hedgehog

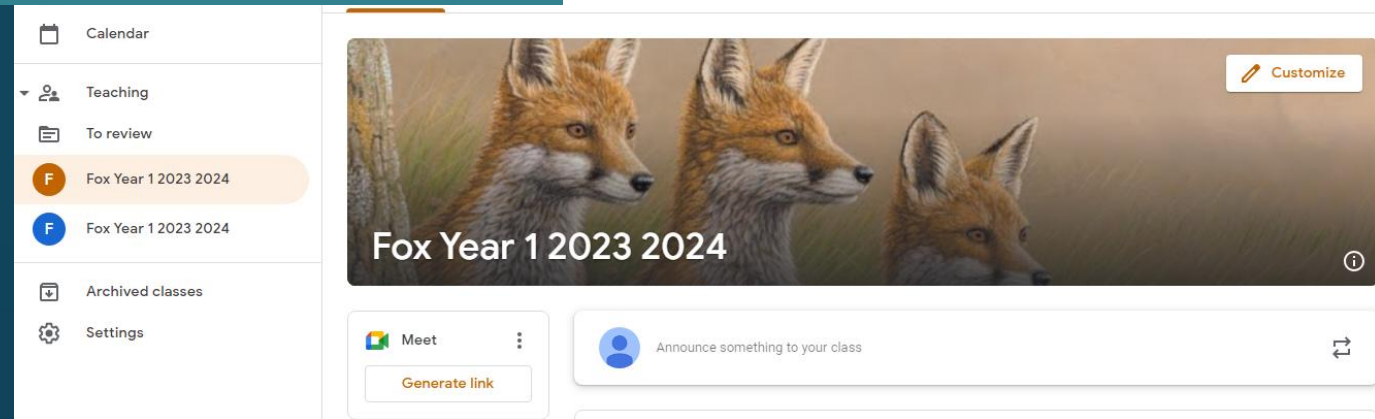


Squirrel

Welcome

Welcome back to all our wonderful Year 1 children and their families. We hope you all had a lovely Summer holidays and enjoyed some family time. We will be starting the year with our new topic 'Enchanted Forest'.

Google Classroom



- Home Learning
- Maths Challenges
- Updates about Class Treats

- Best to turn on notifications so you are alerted to a new message as not every week.

Home Learning

“Parental engagement has a positive impact, on average of 4 months’ additional progress.” (EEF)

- ▶ **Reading** → as much as possible! Ideally x5 times a week (at least 10 minutes). Doesn't need to be the whole book. Can keep book for longer to build fluency and comprehension skills.
- ▶ **Mental Maths Toolkits** → Support frequently – little and often. Make fun and engaging
- ▶ **Spellings** → Not tested weekly but please practise the 5 new words on the newsletter each week.
- ▶ **Maths Challenge** → Twice every ½ Term
- ▶ **Home Learning** → Every ½ Term. Designed to be flexible and allow children to pursue their own area of interest, presented in their chosen format, with support from home.
- ▶ **Newsletter** → What we have been and will be learning. Suggestions of how you can support them at home.

Helping in School

- Parents and/or grandparents
- Reading, visits, trips, laminating, sticking
- DBS Checks – see office staff
- Need to attend meeting with Mrs. Clark / Mrs. Tarling if would like to help

Friday 12th September 9am OR Monday 15th September 9am.

- Sign up sheets are on class windows.

Contact

- 'Open door' policy, which extends to the phone.
- Parent consultations and written reports
- Newsletter to inform you of what we have been learning and what will be covered in the following week
- Teacher or LSA on door every afternoon and SLT available on the door in the morning (after school is a better time to talk as morning time is very busy settling the children)
- Notes for going home with different adults or appointments please



Thank you for coming 😊

After a lovely start to the school year, we are excited for what will be a wonderful year with your fabulous children!

