

# Welcome to **Year 1** **Curriculum** **Meeting for Parents**

*To try is to achieve, to achieve is to grow*

**Autumn 2026**

**Year Lead: Miss Grant**



# The Year 1 Team



## **Fox Class:**

**Teacher: Miss Grant**

**LSA: Mrs. Dance**



## **Hedgehog Class:**

**Teacher: Mr. Train**

**LSA: Mrs. Martin**



## **Squirrel Class:**

**Teacher: Miss Barnes (M-W)**

**Mrs. Tarling (Th-F)**

**LSA: Mrs. Bhogaita**



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# Day to Day in Year 1

- **Library day Friday** (1 library book and 2 extra reading books)
- **P.E\_Days Monday and Wednesday** (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 will be changed weekly on a **Thursday**.



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# Day to Day in Year 1

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)



# C.O.O.L time in Year 1

- C.O.O.L time → Choose Our Own Learning
- 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

# Topics and Foundation in Year 1

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

## **PHYSICAL EDUCATION**

Dance, Gymnastics,  
Games, Ball skills,  
Hockey, Invasion games,  
Net Games

## **SCIENCE AND COMPUTING**

Materials, Plants, Animal  
Survival, Habitats, Seasons  
  
Word Processing, typing skills,  
using 2 hands on the touchpad  
and keyboard, Graphics, Coding

## **DESIGN AND TECHNOLOGY (D&T) AND ART**

Pastels, Sketching, Painting,  
Printing, Joining and fixing  
materials, Food preparation

# Enrichment in Year 1



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, parents/carers



# Mentally healthy school

- Your child's health, personal, social and mental wellbeing form an integral part of our curriculum.
- We teach children how to be resilient in all aspects of their life through our Personal Development
- Lessons which look at healthy minds and bodies, rights and responsibilities, emotional wellbeing and many other aspects of being a happy and socially rounded young human being.

- PSHE curriculum – relationships, staying healthy
- Lolly sticks – each morning and playtimes to check in. Adults will follow up if a child is not feeling good that day.
- What went well?
- Circle time
- Singing, sport, performance and play





# Learning at home in Year 1

## Reading

- The **more** children read, the more fluent they will become.
- Try to read 3-5 times a week.
- Ask questions around the text to help their comprehension skills – who, what, why, when.
- Discussion of language – do children understand what new words mean? Ask children to make predictions about what will happen.
- Read a range of texts together
- Reading a Rainbow – sign for each day a child reads.

## Mental Maths Toolkits

- The children will be starting new toolkits in Year 1. Some overlap with Year R.
- Mental maths skills are the foundation for their maths learning.
- Support frequently – little and often.
- We will test in school and update every half term and send a copy home.

## Maths Challenge

- Twice every half term – to be completed with support. It is a challenge not an independent piece. Allow children to do what they are capable of.
- Stop if they have completed what is sufficient for them.
- Work at their level of challenge.

## Home Learning

- Every half term. Linked to topic work. History questions this half term.

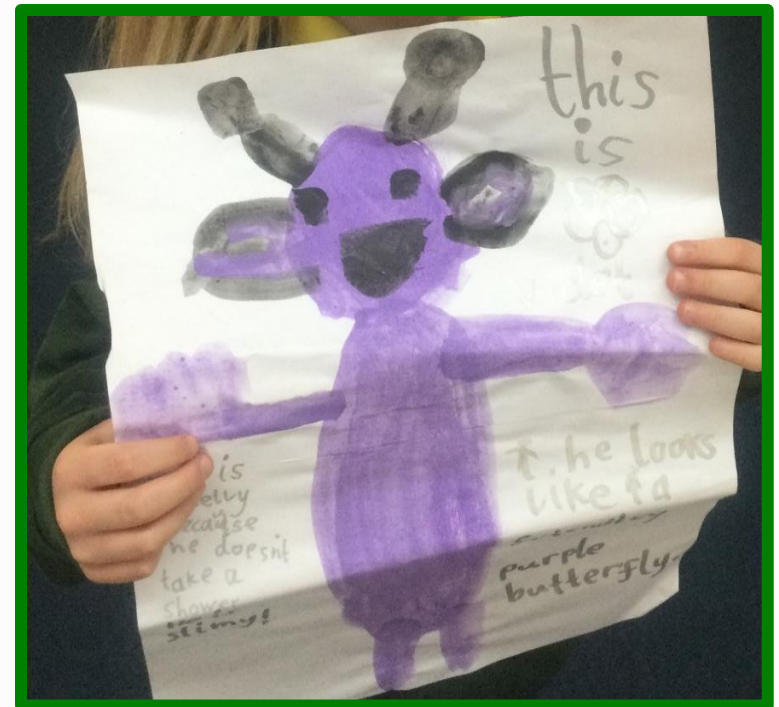
## Newsletter

- What we have been and will be learning. Suggestions of how you can support them at home.

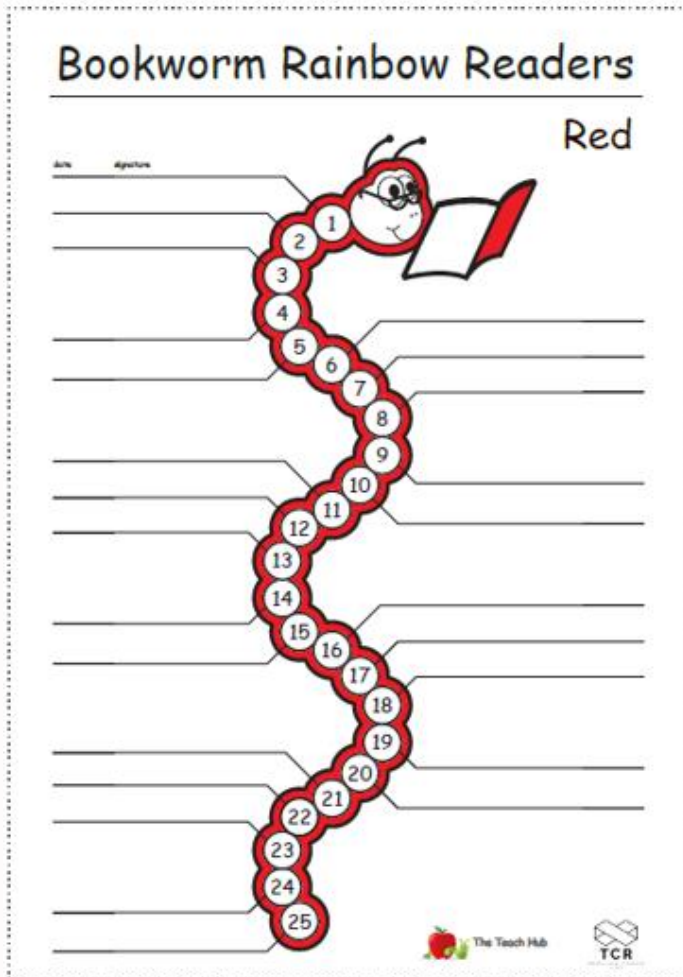
# Learning at home in Year 1

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

**(Education Endowment Foundation)**



# Learning at home in Year 1



Each child will start again with a **red** sheet and 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 days)**, 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, you will need to **sign and date** the book worms at home (you will still need to sign the reading diary as well!)

# P.E. in Year 1

P.E. will be on **Mondays** (gymnastics this half term) and **Wednesdays**.

Please make sure **P.E. kits are in school every day**. Named (Navy shorts, trousers/leggings for the cold weather, white t-shirt and navy sweatshirt/hoodie plus plimsolls/trainers).

Hair tied back if it is long (boy/girl) and earrings taped or removed on P.E. days.

Children will also be learning hockey and tennis led by outside coaches.

**After school sports clubs run through the year.**



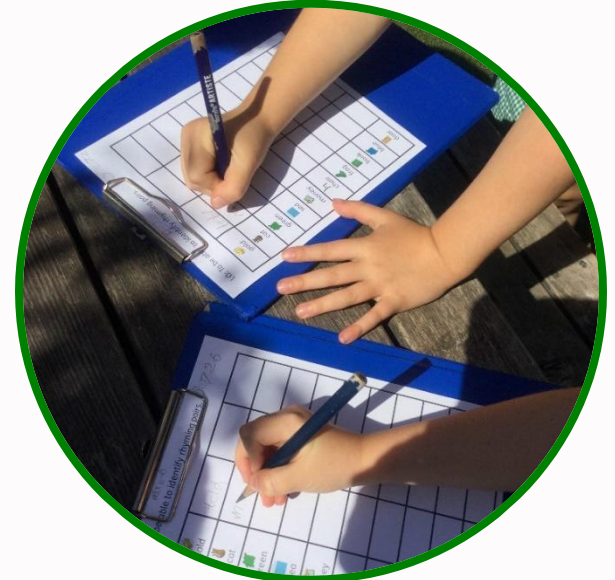
# Independence in Year 1

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

**After school sports clubs run through the year.**



# How we keep in contact



## **Child Formal Parents Evening**

Twice a year (Autumn & Spring)



## **Written Reports**

End of year (Summer)



## **Open Door Policy**

Best time is during pick up



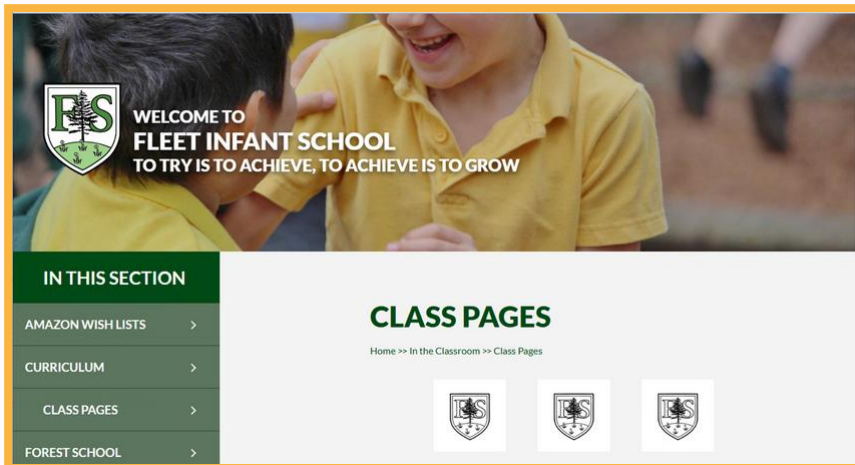
## **Notes for Going Home**

If your child is going home with different adults or has an appointment

# Our website is full of useful information

## Curriculum information

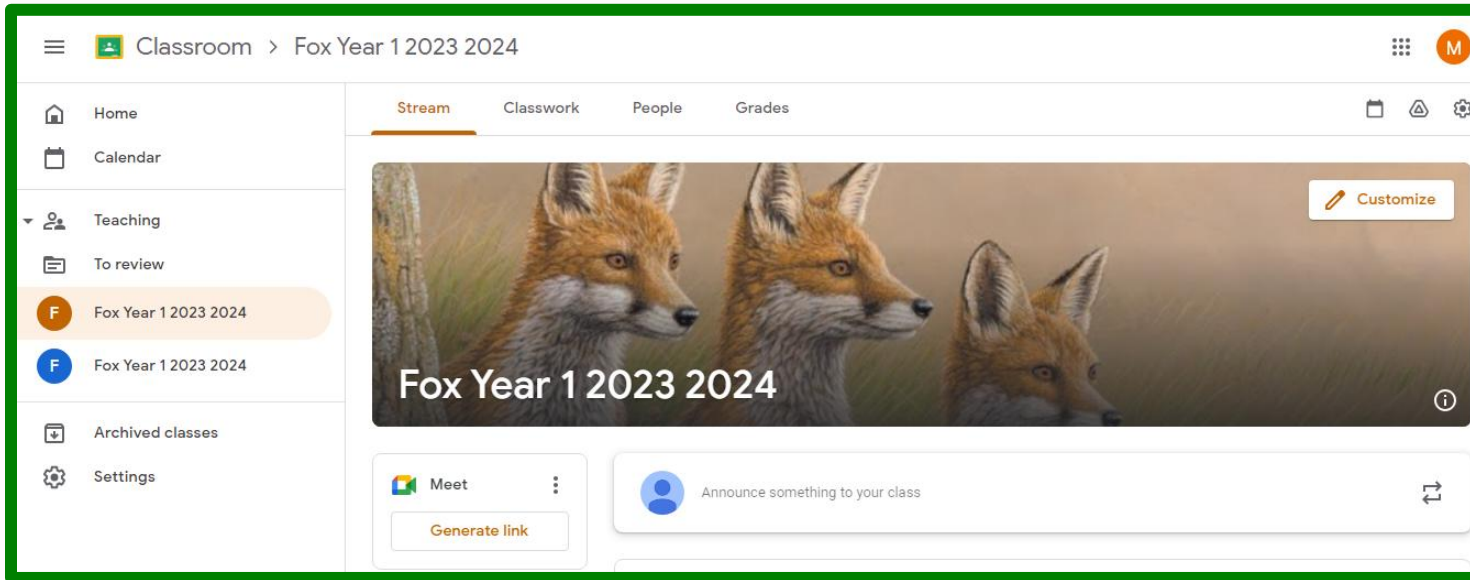
What the children will be learning in each subject.  
Weekly Newsletter on the Year 1 page



### PLUS

Handouts  
Class updates (work, photos, videos etc)  
Letter formation sheets  
Spelling sheets  
PowerPoints of presentations

# Google Classroom



- Home Learning
- Maths Challenges
- Updates about Class Treats

Best to **turn on notifications** so you are alerted to a new messages as they are not every week.

# Learning behaviours & values

**Rising to the Challenge**

**Perseverance**

**Managing distractions**

**Kindness**

**Gratitude**

**Courage**

**Respect**

**Resilience**

**Honesty**

We have a value in focus each half term.  
This half term's value is **respect**.

# Curriculum

The children are expected to be **fluent** and **independent** in their learning.

The national curriculum is a **mastery curriculum**. This means that children will learn fewer things but what they do learn they will learn in much greater depth.

- They will learn and practice a skill
- Apply the skill in a variety of ways
- Master the skills and use it in different contexts
- E.g in Maths, the children may apply their skills of addition and subtraction to solve an open-ended problem and reason

During and at the end of the year, the children in Year 1 will be assessed against this curriculum. Final teacher assessments will be reported to parents on the summer written report.



# End of year assessments

At the end of KS1, children will be assessed as having either a **'Secure'** understanding of the curriculum or not.

- Children who are **not secure** will be described as **'Working Towards'** age related expectations.
- Children who can demonstrate a **deeper understanding** will be described as working at **'Greater Depth'** within the age related expectations.

The children will **need to meet all the objectives** within Working Towards, Expected or Greater Depth in order to be assessed at this level.



# Reading, Writing & Mathematics

For **Reading, Writing and Mathematics** there will be three standards:

**Working towards** the expected standard

**Working at the expected** standard

**Working at greater depth** within the expected standard

For **Foundation Subjects** there are two standards:

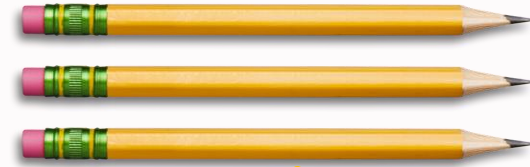
**Working towards** the expected standard

**Working at the expected** standard

**Each standard contains a number of 'pupil can' statements.**

Teachers need to judge a pupil's attainment of **all statements** within the standard and all statements in the preceding standard(s). **These statements cover key learning within the curriculum at each standard.**

# Writing in Year 1



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

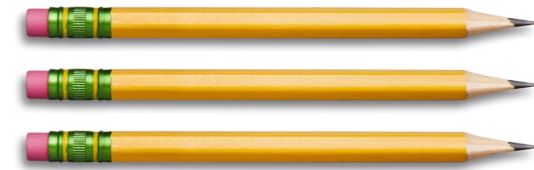
Drama,  
practical, hook,  
speaking and  
listening

Opportunities  
to explore  
language and  
learn grammar.

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

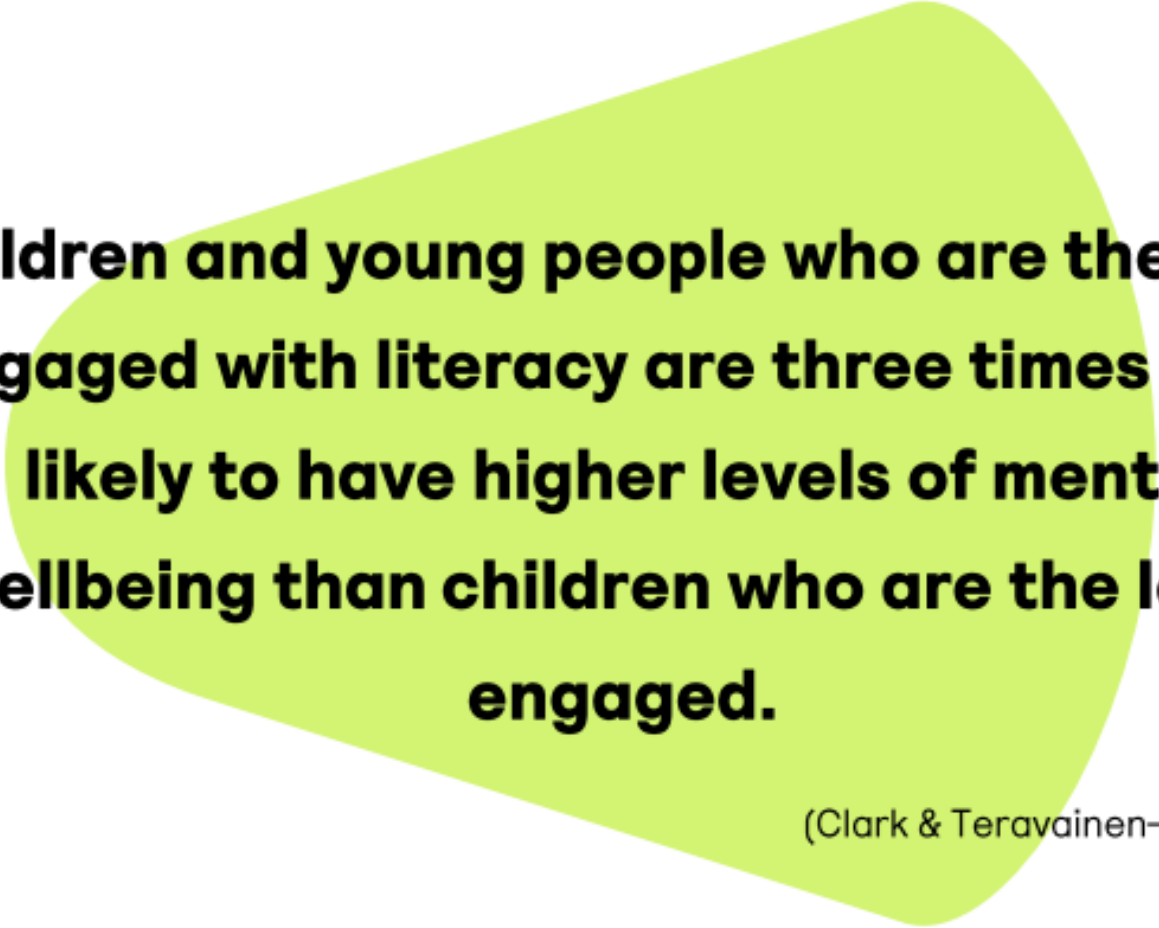
Independent  
tasks for  
children to  
apply their  
skills.

# Spellings in Year 1



- 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   |        |
| we  | said | his  | your  | ask    |
| she | says |      |       | are    |
|     |      | has  | do    |        |
| no  | come |      | to    | friend |
| go  | some | of   | today |        |
| so  |      |      |       | school |
|     | love |      |       | was    |



**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)



# Maths in Year 1



Mental  
Maths  
Toolkits

Deep and  
Secure

**Maths  
Mastery**

Long Term  
Memory

Adaptable

*Concrete*



*Pictorial*



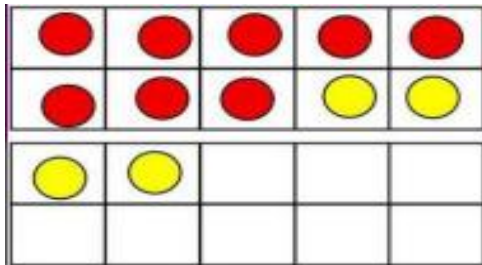
*Abstract*

$$2 + 1 = 3$$

# Strategies and Resources

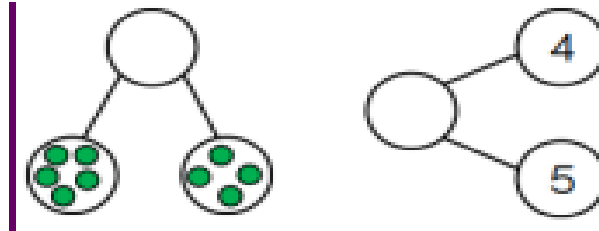


## Tens Frames



$$8 + 4 =$$

## Part Whole Model



## Number Line

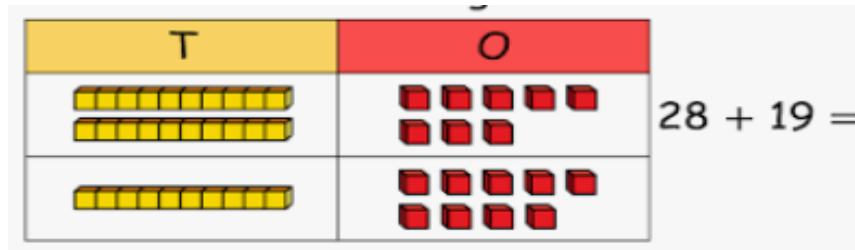


$$5 + 3 = 8$$

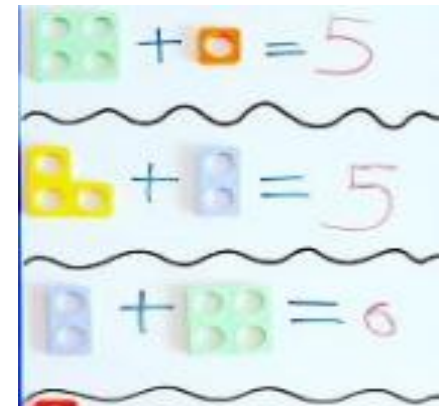
## Objects



## 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,, pinecones, leaves etc).

Counting forwards and backwards from different numbers within 100.

Finding 1 more or 1 less than a number within 50

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

Number formation – use finger to trace in sand, write with a stick in mud etc

# Mental Maths

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



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

# Maths in Year 1

**Higher focus on fluency and application**

## **QUICK MENTAL RECALL**

Quick mental recall of number facts within 10 and beginning to apply this knowledge to problem solving



# Teacher assessment

Teacher assessment is based on knowledge of how the pupil has performed over time and in a variety of contexts. It takes into account strengths and weaknesses of the pupil's performance.



# Phonics in Year 1



As many of you will know, Fleet Infants and adopted the Little Wandle programme for phonics and reading from this year. This is a DfE validated programme with a structured progression, proven to raise reading outcomes for children. It's currently used by over 5,500 schools in the UK.

**Phoneme**

**Blend**

**Grapheme**

**Segment**

**Digraph**

**Adjacent consonant**

**Trigraph**

**Split digraph**

## Grow the code grapheme mat Phase 2, 3 and 5

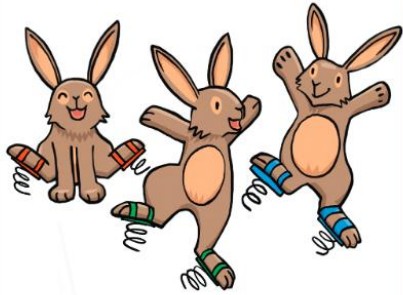
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| <br>b<br>bb                              | <br>f<br>ff<br>ph                 | <br>l<br>ll<br>le<br>al | <br>j<br>g<br>dge<br>ge | <br>v<br>vv<br>ve | <br>w<br>wh | <br>x         | <br>y                        | <br>z<br>zz<br>s<br>se<br>ze | <br>qu               |
| <br>ch<br>tch<br>ture                  | <br>sh<br>ch<br>ti<br>ssi<br>ci | <br>th                | <br>ng                | <br>nk          | <br>a     | <br>e<br>ea | <br>i<br>y                 | <br>o<br>a                 | <br>u<br>o-e<br>ou |

## Grow the code grapheme mat Phase 2, 3 and 5

|                                                                                                                                              |                                                                                                                              |                                                                                                                   |                                                                                                                         |                                                                                                                          |                                                                                                                 |                                                                                                        |                                                                                                        |
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| <br>or<br>aw<br>au<br>aur<br>oor<br>al<br>a<br>oar<br>ore | <br>ur<br>er<br>ir<br>or                  | <br>ow<br>ou                   | <br>oi<br>oy                         | <br>ear<br>ere<br>eer                 | <br>air<br>are<br>ere<br>ear | zh<br>su<br>si                                                                                         |                                                                                                        |

\*depending on regional accent

# Making learning stick



boing boing

ea

sixth

. . . —

the

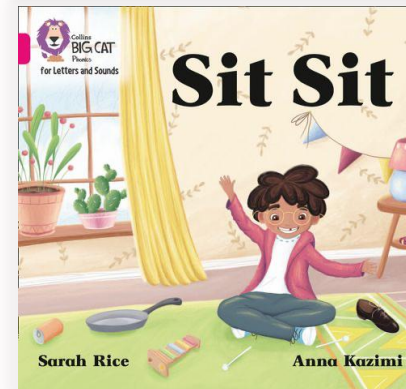
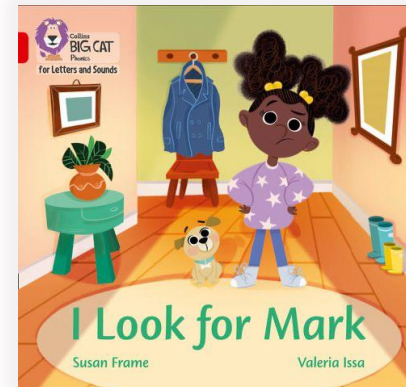


each /ee/  
head /e/  
break /ai/

# Teaching Reading

## Reading practice sessions are:

- timetabled three times a week
- taught by a trained teacher/teaching assistant
- taught in small groups.



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



Story Time and  
an environment  
encouraging a  
love of reading



**Decoding**

**Prosody**

**Comprehension**

# Book Matching

## Little Wandle Letters and Sounds Revised Reception Child assessment

### Autumn 1

|   |    |   |   |   |
|---|----|---|---|---|
| m | a  | p | c | o |
| s | g  | k | u | h |
| i | t  | n | r | f |
| d | ck | e | b | l |

sat   man   hug   red   peck



We use assessment to match  
your child the right level of book

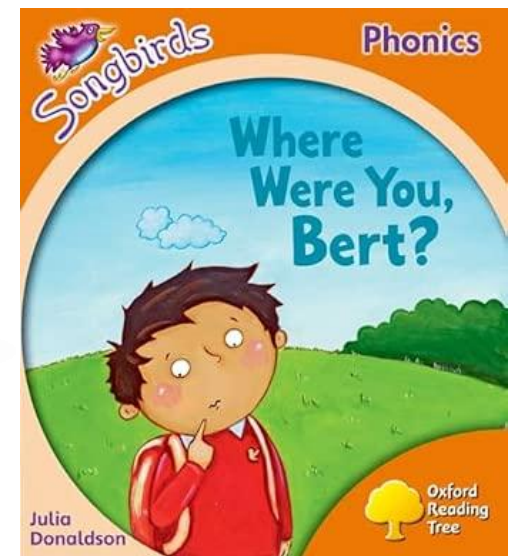
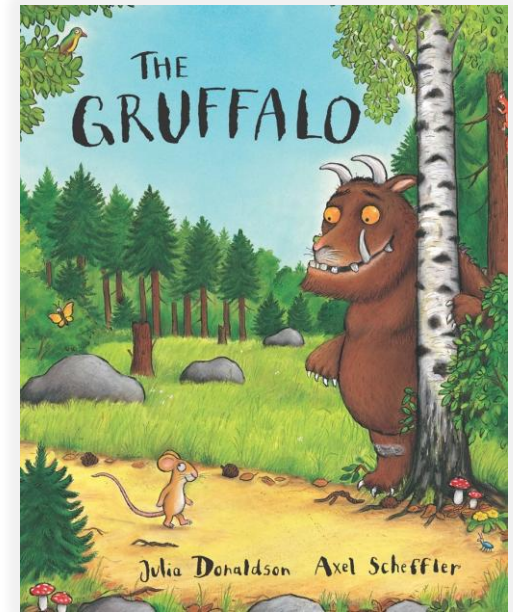
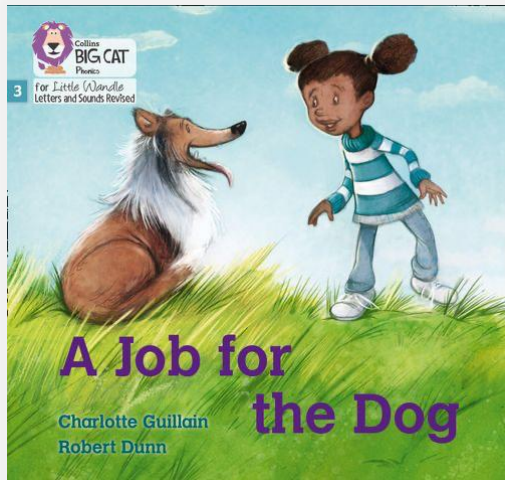
# Book Matching

**This means that your child should:**

- know all the sounds and tricky words in their phonics book well
- read many of the words by silent blending (in their head) – their reading will be automatic
- only need to stop and sound out about 5% of the words by the time they bring the book home – but they should be able to do this on their own.



# Home Reading



# Home Reading

- Your child should be able to read their book without your help.
- If they can't read a word, read it to them.
- Talk about the book and celebrate their success.



# Home Reading

## **The library book is for YOU to read:**

Make the story sound as exciting as you can by changing your voice.

Talk with your child as much as you can:

- Introduce new and exciting language.
- Encourage your child to use new vocabulary.
- Make up sentences together.
- Find different words to use.
- Describe things you see.



# Supporting resources

Support for phonics

How we teach

Books coming home

Nursery rhymes - videos

Nursery rhyme - downloads

## Useful videos



A quick guide to alien words



How we teach tricky words



How we teach blending



How we teach Phase 5

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

# Phonics screening check

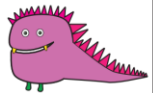
The Year 1 phonics screening check (June) expects all children to:

- 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



## 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



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

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

~ Dr. Seuss

### 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."

**“One of the greatest gifts adults  
can give is to read to children”**

Carl Sagan

# Moving forward

**You can help your child and the school by:**

**Practise  
number  
bonds to and  
within 10**

**Practise  
counting in  
2s, 5s and 10s**

**Practise  
mental maths  
in the toolkits**

**Practise  
spellings  
and phonic  
sounds**

**Reading as  
often as you  
can with your  
child, daily  
would be  
wonderful!**

**Support your  
child to tell the  
time to o'clock  
and half past**

**Handwriting is  
important,  
encourage your  
child to remember  
presentation when  
they are writing**

# 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!**



# School is a **partnership** with you

## Open door policy

**Please catch us at the end of the day, call or email the main School Office if you have any questions or worries**



**01252 613582**



**[info@fleet.hants.sch.uk](mailto:info@fleet.hants.sch.uk)**

## Thank you for your continued support