



WELCOME TO
YEAR 1

Aims

- Curriculum Overview
- Trips
- Assessment
- Ways to support your child at home
- Meet your child's teacher



Meet the Year One Teachers...



1R – Miss Winther



1B – Mr Sherlaw



1Y – Mrs Sharp
Mon/Tue/Wed



Mrs Meara
Wed/Thurs/Fri

The Year One Teaching Assistants



Mrs Eggington



Mrs Hankin



Mrs Smith

Leadership Team



Mrs Smith
Headteacher,
Designated
Leader for
Mental Health



Mrs Desogus
Deputy Head,
Designated
Safeguarding Lead



Mrs Evans
SENCO,
Designated
Leader for LAC
and Post LAC



Mrs Hegarty
Early Years Lead

Our School Values



kindness

forgiveness

bravery

perseverance

justice

Curriculum Overview



The Oracy Framework

Here are some things to think about when you are using your oracy skills:



Physical

Are you thinking about the **speed** and **volume** of your voice?

Are you using **gestures** and **expression** to help make your point?

Are you facing who you are **speaking** or **listening** to?



Linguistic

Are you using **sentence stems** to link others' ideas?

Are you using **new** and **appropriate** vocabulary?



Cognitive

Is what you want to say **clear** and **organised**?

Are you asking **relevant questions** and **responding** to others?

Are you giving **reasons** for what you are saying?



Social & Emotional

Are you **taking turns** to talk and **listen** and **encouraging** others to take part?

Are you talking **confidently** and **thinking** about your **audience**?

Voice 21 | KS1 Oracy Framework

Build Year Two

Develop, add to or elaborate on an idea.

△ *Building onto...*

Instigate Year 2

Present an idea or open up a new line of inquiry

△ *I believe...*

Challenge Year Two

Disagree or present an alternative argument

△ *Respectfully disagreeing...*

Summarise Year Two

Identify and recap the main ideas

△ *Our group thinks that...*

Year One Curriculum - Reading

- Daily Twinkl Phonics- Level 5 sounds and tricky words / Streamed KS1 Phonics session
- Rhino Reader Books – 1:1 Reading
- Comprehension
- Book fair, in school library visits once per half term



Reading at home

- New book matching their phonetic level
- Reading every day
- Reading Record should be signed to show that your child has read



Year One Curriculum - Writing

- Taught through a rich variety of texts – essential for building broad knowledge and vocabulary, deep comprehension and strong critical thinking skills.
- Texts to put skills into context to maintain engagement (e.g. Days of the Week)

- **Autumn Term**

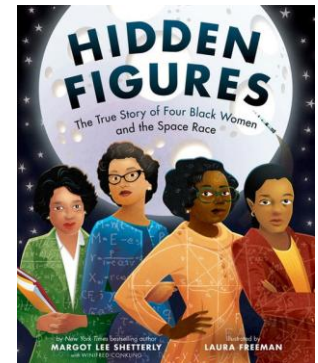
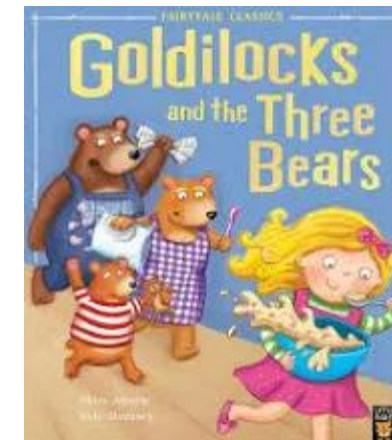
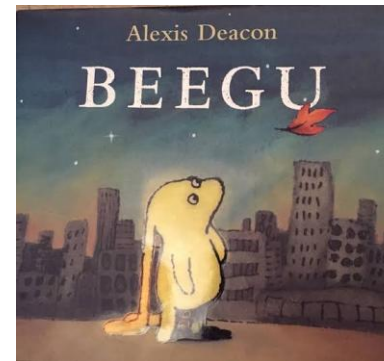
- Beegu
- Katherine Johnson (Space explorers)
- Goldilocks and the Three Bears
- Instructions of how to make porridge

- **Spring Term**

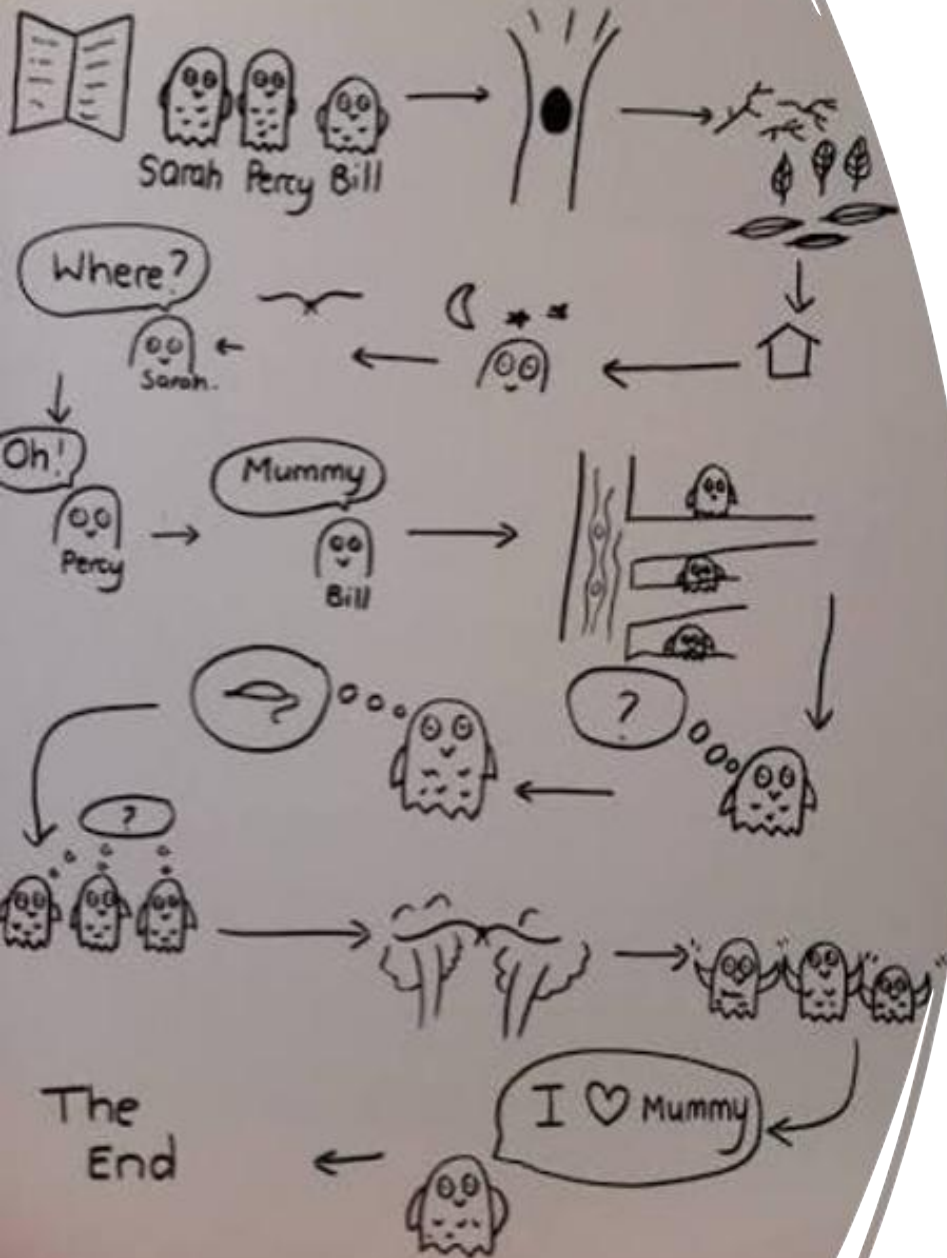
- Character Description of a Lego figure
- Cookie's Week
- The Easter Story

- **Summer Term**

- Where the Wild Things Are
- Rainbow Fish



Owl Babies



Year One Curriculum - Writing

- **Talk For Writing**
 - Story and text maps
 - Drama
 - Vocabulary Development
 - Short burst writing
 - Grammar and punctuation
 - Checking and editing

Handwriting and Spelling



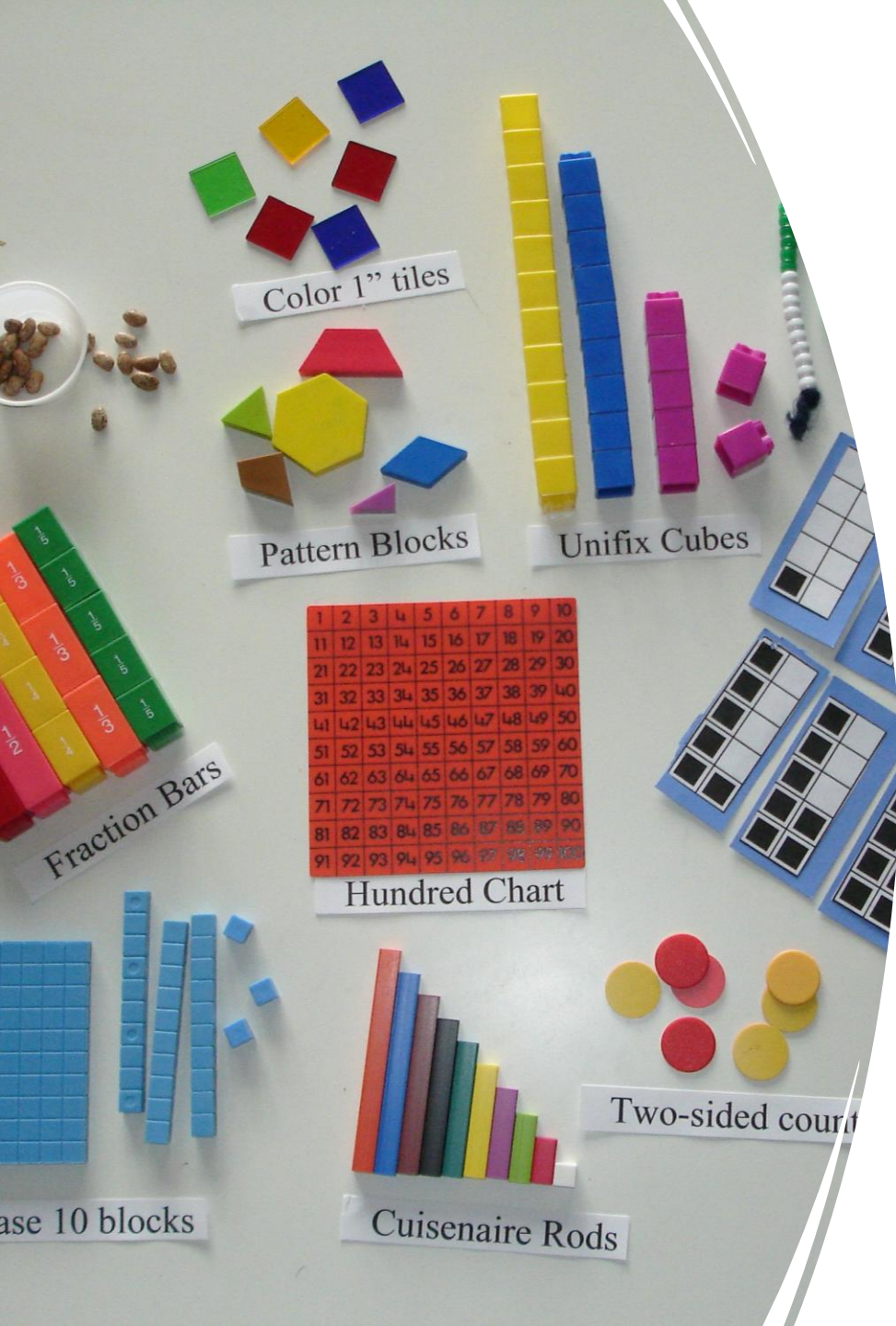
- Penpals
- Handwriting lines
- Common Exception Words
- Phonetically plausible attempts



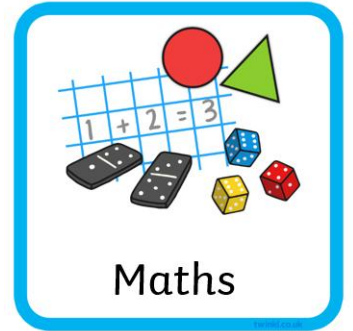
Year One Curriculum - Maths

- **White Rose Maths**

- Mastery Approach
- Models and Images
- Concrete Pictorial Abstract (CPA)
- Small steps for learning
- Focus on depth of understanding



Year One Curriculum - Maths

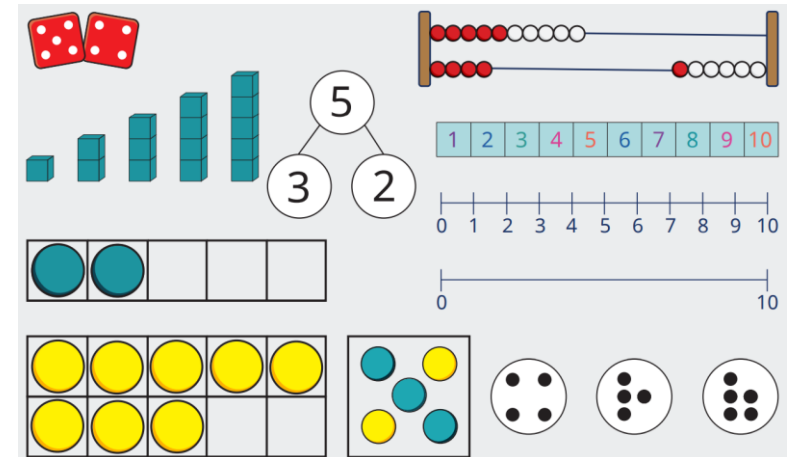
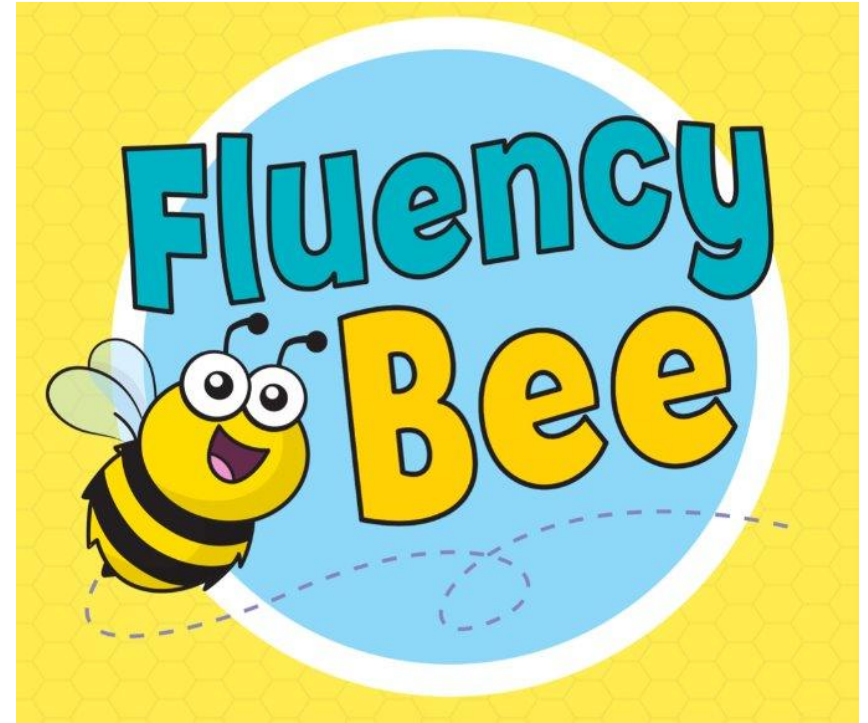


- Number and Place Value within 20/50/100
- Adding and subtracting to 20
- Counting in 2's, 5's and 10's
- Recognising and finding halves and quarters
- Naming and sorting common 2D and 3D shapes
- Knowing the value of coins and notes
- Telling the time to o'clock and half past on an analogue clock



Year One Curriculum - Maths

- **Fluency Bee**
 - Daily number practice
 - Key to instant recall and efficiency
 - Consistent models and images





Year One Curriculum – Science

- Human body and our senses
- Seasonal changes
- Naming materials and their properties
- Structure of plants and trees
- Name and classify animals

Working Scientifically: *Asking questions, observing, investigating, predicting and using evidence to explain what we discover.*

Year One Curriculum – PSHE

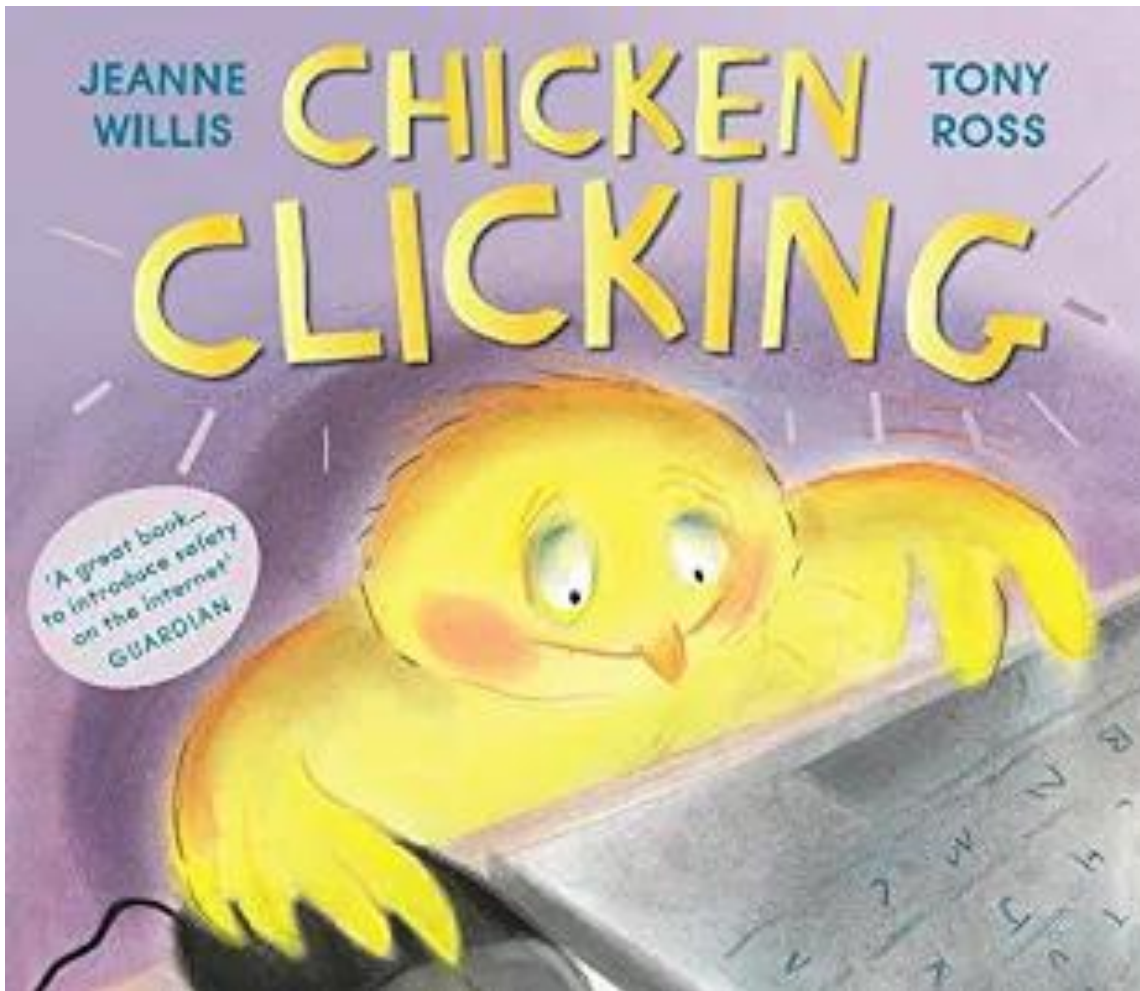
- Personal, Social, Health and Economic Education
 - Families, friends and safe relationships
 - Respect for ourselves, others and our world - or
 - Shared responsibility including the environment
 - Money and where it comes from
 - Healthy diet and healthy minds
 - ***Diverse Britain – our community***



Year One Curriculum – Religious Education

- What do Christians believe God is like?
- Harvest
- The Incarnation
- Who made the world?
- What is important for Muslim Families
- Easter
- What is the Torah and why is it important to Jews?





Year One Curriculum – Computing

- E-safety and essential skills
- Coding and commands
- Save and retrieve
- Word Processing
- Digital photography
- Create and present data



Year One Curriculum – Art and Design

- Collage – animals
- Painting - Andy Bauch – Lego artwork
- Sketching – landmarks from our local area
- Develop techniques involving **colour, pattern, texture, line, shape, form and space.**



Year One Curriculum – Design and Technology

- They will learn to think like designers by exploring products, planning their ideas, choosing and using tools and materials, making their designs, and testing and improving what they create.
- **Moving Mechanisms** – Moon Buggies
- **Food Technology** – Making Porridge
- **Textiles** – Bunting

Year One Curriculum – Geography

- Use geographical vocabulary
- Conduct simple field work
- Use maps and atlases
- Compare Birmingham and the wider world
- Recognise human and physical features
- **What is it like here?**



Year One Curriculum – History

- Understand chronology
- Significant people and events
- Use historical sources
- Compare the past and present
- Ask their own questions
- **My Family History**
- **Historic Northfield**
- **Toys from the past**



Year One Curriculum – Music

- Finding and keeping the beat
- Playing tuned instruments
- Discuss and compare pitch, dynamics and tempo
- How to respond to music with movement



Year Two Curriculum – Physical Education

- Fundamental skills, competitive elements, healthy lifestyle/diet
- Tennis
- Basketball/Netball
- Rounders
- Football
- Gymnastics
- Dance
- Athletics



Mr Coley

School Trips and Experiences

Autumn Term
Nativity

Parent Workshop –
Family History
Trip (12.11.26)

Spring 1

Historic Northfield
Walk
Interfaith Trip

Summer 1
Animal Man

Spring 2

Toy Visit
Stay and Solve Maths
Parent Workshop

Summer 2
Parent workshop - Art



Assessment

Teacher Assessment

- Reading, Writing and Maths
- Wider curriculum subjects
- Personal comment and Report
- Parent meetings

English - Reading
Can read accurately most words of two or more syllables.
Can read most words containing common suffixes.
Can read most common exception words (tricky words that cannot be sounded out).
Can, in age-appropriate books, read most words accurately without overt sounding and blending and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words.
Can, in age-appropriate books, sound out most unfamiliar words accurately, without undue hesitation.
Can check, in a book they can already read fluently, that it makes sense to them, correcting any inaccurate reading.
Can answer questions and make some inferences in a book they can already read fluently.
Can explain what has happened so far in what they have read in a book they can already read fluently.
English - Writing
Can write simple, coherent narratives about personal experiences and those of others (real and fictional) and write about real events, after discussion with the teacher.
Can demarcate most sentences with capital letters and full stops and use question marks correctly when required.
Can use present and past tense mostly correctly and consistently.
Can use co-ordination (or/and/but) and some subordination (when/if/that/because) to join clauses.
Can segment spoken words into sounds and represent these by letters, spelling many correctly and making phonetically plausible attempts at others.
Can spell many common exception words.
Can add suffixes to spell some words correctly in their writing e.g. -ful, -less, -ly.
Can form capital and lower-case letters and digits correctly and use spacing between words that reflects the size of the letters.
Mathematics
Can read scales in divisions of ones, twos, fives, and tens.
Can partition two-digit numbers into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus.
Can add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus.
Can recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships e.g. If $7+3=10$ then $17+3=20$.
Can recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary e.g. $2 \times 5 = 10$ so $5 \times 2 = 10$.
Can identify $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$ of a number or shape and know that all parts must be equal parts of the whole.
Can use different coins to make the same amount.
Can read the time on the clock to the nearest 15 minutes.
Can name and describe properties of 2-D and 3-D shapes including number of sides, vertices, edges, faces and lines of symmetry.

End of Year One Expectations (reading, writing and maths)

Government expectations for when a child reaches the end of Year One

English - Reading
Can respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.
Can read accurately by blending sounds in unfamiliar words.
Can read most Year One common exception words (tricky words that cannot be sounded out).
Can read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.
Develops pleasure in reading by listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.
Develops pleasure in reading by becoming very familiar with key stories, fairy stories and traditional tales.
Understands books they read by checking that the text makes sense to them and correcting inaccurate reading.
Understands books they read and hear by discussing the significance of the title and events.
Understands books they read and hear by predicting what might happen on the basis of what has been read so far.
English - Writing
Is beginning to form lower-case letters in the correct direction, starting and finishing in the right place.
Can compose a sentence orally before writing it.
Can write sentences by sequencing sentences to form short narratives.
Can re-read what has been written to check that it makes sense.
Can spell words containing each of the 40+ phonemes already taught.
Can spell most Year One common exception words (tricky words that cannot be sounded out).
Can write from memory simple sentences dictated by the teacher that include words using the grapheme phoneme correspondences and common exception words taught so far.
Is beginning to punctuate sentences using a capital letter and a full stop.
Is beginning to punctuate some sentences using a question mark.
Mathematics
Can count to and across 100, forwards and backwards, beginning with 0 or one, or from any given number.
Can partition numbers into tens and ones up to 100.
Can count, read and write numbers to 100 in numerals.
Can recall, from memory, addition and subtraction facts within 10.
Can use addition strategies to add two numbers within 20.
Can use subtraction strategies to subtract two numbers within 20.
Can count in multiples of twos, fives and tens.
When given a number, can identify one more and one less.
Can recognise, find and name a half as one of two equal parts.
Can solve practical problems when measuring.
Can recognise and name common 2-D shapes e.g. rectangles (including squares), circles and triangles.
Can recognise and name common 3-D shapes e.g. cuboids (including cubes), pyramids and spheres.



Assessment

- **NTS Assessments**

- Termly assessments for reading and writing
- A raw score is converted into a standardised score
- Found in reports and discussed in parents' evenings.

English Reading	
Raw score	Scaled score
0	No scaled score (N)
1	
2	
3	80
4	80
5	81
6	82
7	83
8	84
9	85
10	86
11	87
12	88
13	89
14	90
15	90
16	91

English Reading	
Raw score	Scaled score
17	92
18	93
19	93
20	94
21	95
22	96
23	96
24	97
25	98
26	98
27	99
28	100
29	101
30	101
31	102
32	103
33	104

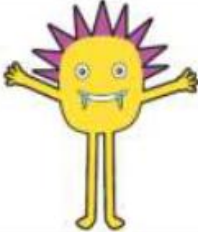
English Reading	
Raw score	Scaled score
34	105
35	105
36	106
37	106
38	107
39	107
40	108
41	108
42	109
43	109
44	110
45	110
46	111
47	111
48	112
49	112
50	113

Assessment

Year One Phonics Screening Check

- During June, every Year 1 child in the country will be taking a statutory phonics screening check.
- It must take place in school during the **week beginning 14th June 2027**
- The check will consist of 40 words, that include 20 real words and 20 nonwords (alien/pseudo words)
- Administered 1:1, no time limit and designed not to be stressful

Assessment - Year One Phonics Screening Check

sut 	plug
yad 	sweep
dop 	soft



Ways to support your child at home

- Support and reassurance
- Attendance
- Talk to your child
- Weekly newsletter
- Good sleep
- Healthy breakfast

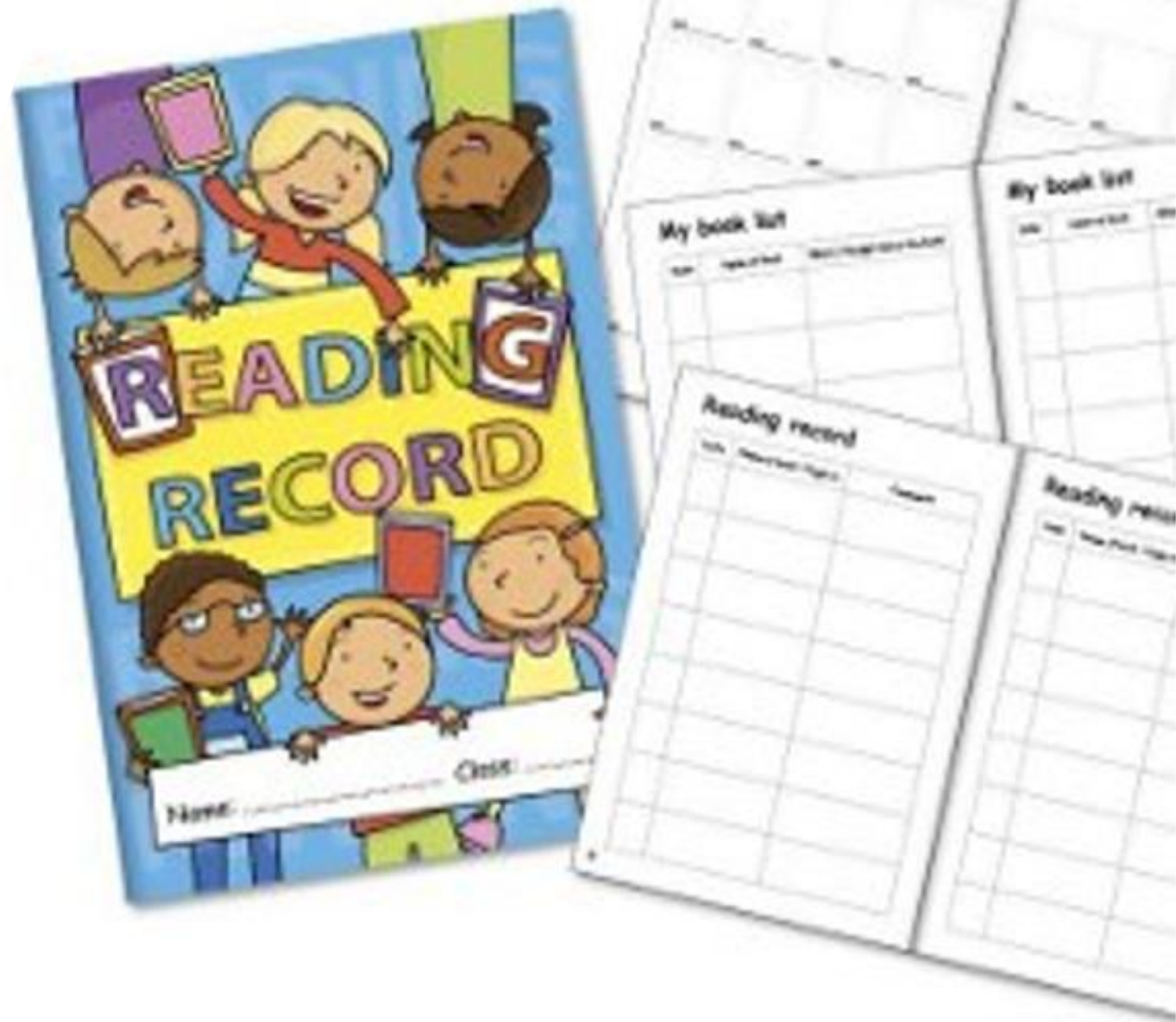


Working together to improve school attendance

Guidance for maintained schools, academies, independent schools, and local authorities

Reading at Home

- Reading every day
- Enjoy stories together
- Talk about the story before, during and afterwards
- 5 W questions
- Try to read a range of texts
- Visit the local library
- Use the Rhino Reader and Twinkl Originals to share new texts



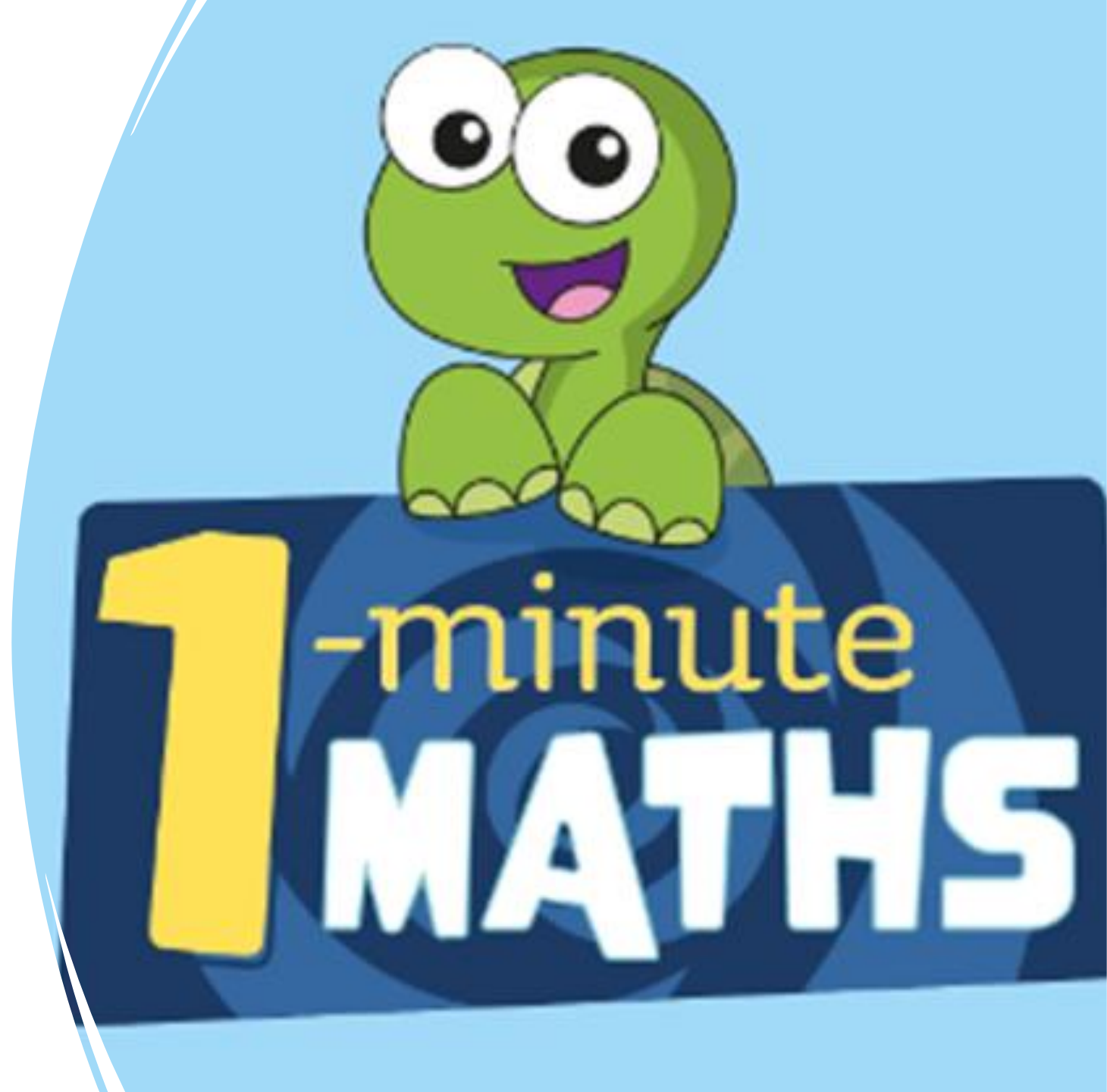
Writing at Home

- Encourage opportunities for writing
- Love To Write books
- Write together – modelling
- Remember that good readers become good writers!
- Talk about writing features in texts
- Common Exception Words



Maths at Home

- Recall of number facts
- Noticing and spotting patterns
- Play games
- 1 minute Maths
- Twinkl Mental Maths App



Home School Agreement

	AS A SCHOOL WE WILL DO OUR BEST TO...	AS A PARENT/CARER I WILL DO MY BEST TO...	AS A CHILD I WILL DO MY BEST TO...
SCHOOL ETHOS	Provide a secure, happy and stimulating environment, rooted in the Christian faith. Promote a love for learning, life and each other.	Having chosen St Laurence Church Infant School for your child, accept the school's vision and Christian values, positively supporting the school.	Be proud of being a member of St Laurence Church Infant School.
ATTENDANCE AND PUNCTUALITY	Encourage good attendance and punctuality. Support you if your child's attendance falls below 92%	Ensure that my child attends school every day unless ill. Not take holidays during term time. Ensure that my child arrives and is collected on time. Inform school on first day of absence.	Go into my classroom quickly and sensibly.
BEING READY FOR SCHOOL	Encourage the wearing of school uniform at all times.	Send my child to school in full school uniform.	Always wear my school uniform and keep myself tidy.
ENCOURAGEMENT AND MOTIVATION	Encourage and motivate children to do their best and feel a valued member of the school.	Encourage and motivate my child to do his/her best and value all of their achievements.	Listen carefully, work hard and take a pride in all I do.
GOOD BEHAVIOUR	Encourage children to be kind and polite to others, and to follow the School Rules. Have a clear Behaviour Regulation Policy.	Encourage my child to follow the standards of behaviour expected by the school. Be a role model to my child by being courteous to school staff.	Be ready, be respectful and be safe.
CURRICULUM	Provide a wide variety of learning experiences and opportunities. Inform parents/carers about what we aim to teach the children and how they can be supported. Inform parents/carers about their	Appreciate that my child will learn through play and everyday practical experiences. Support my child's progress including sharing books and reading together weekly. Encourage the completion of	Remember to take home my reading books every night and do my home learning activities.

**Children sign
Parents/carers
to read, sign
and return to
school**



Thank you for listening!

Meet your child's class teacher(s)!



1R – Miss Winther



1B – Mr Sherlaw



1Y – Mrs Sharp
Mon/Tue



Mrs Meara
Wed/Thurs/Fri