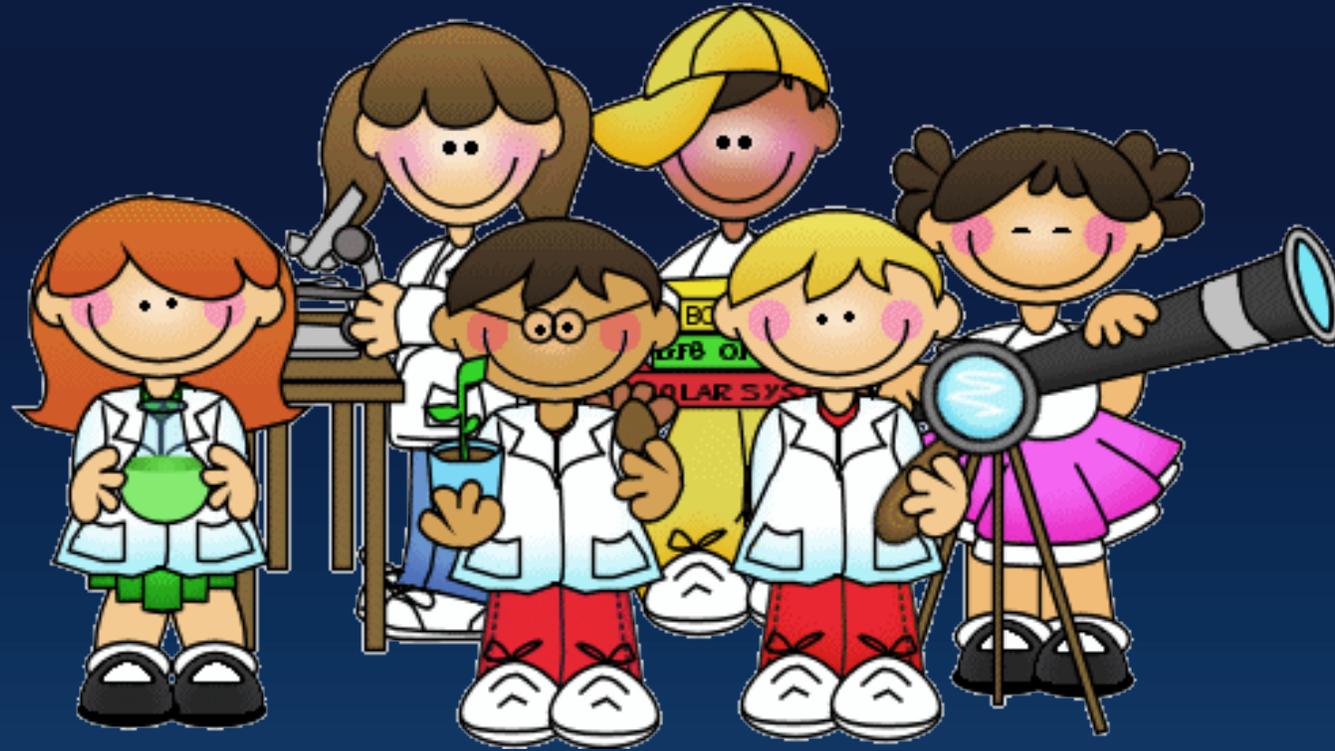


Welcome to Year 1



With Mrs MacDonald (and Mrs Doe)

Year 1

- Transition year between Early Years Foundation Stage and formal learning of KS1
- Enhanced provision – giving more challenge
- In the summer term beginning to focus on year 2 readiness
- Statutory assessment – Phonics screening check – June 2026 – meeting in October.



Phonics

- Key focus for KS1
- Daily session – 45 minutes
- Children are assessed and grouped according to the level they are working at.
- Reading books contain the sounds the children have learnt already.
- Phonics Homework each week – we will be revamping this!
- Phonics screening check – June 2026 (plus practice checks throughout the year)





English Expectations

- Reading
- Comprehension
- Spelling
- Writing



Reading

- Huge priority in KS1
- Books are based on phonics assessed secure level.
- Reading books are to be in school every day.
- Every child will read to an adult at least once every 2 weeks. (this may change - guided reading?)
- Reading for pleasure at home and in school.
- Aim to read at least 4 times a week at home.
- Record in Reading Record.

Reading Expectations

I can read accurately most words of two or more syllables.

I can read most words containing common suffixes.

I can read most common exception words.

I can read words accurately and fluently without overt sounding and blending i.e. at over 90 words per minute.

I can sound out most unfamiliar words accurately, without undue hesitation.

I can check that what I read makes sense.

I can answer questions and make some inferences on the basis of what is being said and done.

I can explain what has happened so far in what I have read.

Writing Expectations

Statutory requirements

Handwriting

Pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

Writing Expectations

Writing – composition

Statutory requirements

Pupils should be taught to:

- write sentences by:
 - saying out loud what they are going to write about
 - composing a sentence orally before writing it
 - sequencing sentences to form short narratives
 - re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and the teacher.

Writing Expectations

Writing – vocabulary, grammar and punctuation

Statutory requirements

Pupils should be taught to:

- develop their understanding of the concepts set out in [English Appendix 2](#) by:
 - leaving spaces between words
 - joining words and joining clauses using and
 - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
 - using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
 - learning the grammar for year 1 in English Appendix 2
- use the grammatical terminology in English Appendix 2 in discussing their writing.



Spellings

Children will be assessed in September on tricky words and high frequency words.

They will receive a list in their planners and I will post it on Class Dojo
Please support your child to practise at home.

These words will be tested weekly.



Spellings Expectations

Pupils should be taught to:

- spell:
 - words containing each of the 40+ phonemes already taught
 - common exception words
 - the days of the week
- name the letters of the alphabet:
 - naming the letters of the alphabet in order
 - using letter names to distinguish between alternative spellings of the same sound
- add prefixes and suffixes
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far



Maths Expectations

- Count forwards and backwards to 100, read and write these, say one more and one less
- Count in twos, fives and tens
- Read and write number words to 20
- Add and subtract with numbers to 20, including missing number problems ($_ + 2 = 7$)
- Multiply and divide using objects to help
- Understand half and a quarter of shapes, numbers and objects
- Compare length, height, mass, capacity, volume and time
- Measure length, height, mass, capacity, volume and time
- Recognise coins and notes
- Tell the time to the hour and half past
- Understand days, weeks, months and years
- Sequence events using vocabulary such as morning, afternoon, yesterday, tomorrow etc.
- Recognise and name 2D and 3D shapes
- Describe position, direction and movement including using turns





SPRINGWOOD

Year 1 Curriculum Overview

Geography

Spring 1 – Where am I?
 Summer 1 – Where on Earth?
 Summer 2 – How is where I live different?

History

Autumn 1 – Neil Armstrong.
 Autumn 2 – Toys (Remembrance)
 Spring 2 – Royal Family

Science

Autumn 1 – Seasonal Changes
 Autumn 2 – Everyday Materials
 Spring 1 – Animals, including humans
 Summer 1 – Plants

RE

Autumn 1 – Who do Christians say made the world?
 Autumn 2 – Why does Christmas matter to Christians?
 Spring 1 – Who is Jewish and how do they live?
 Summer 2 – What do Christians believe God is like?

Computing

Autumn 1 – Technology Around Us
 Autumn 2 – Moving a Robot
 Spring 1 – Digital Painting
 Spring 2 – Digital Writing
 Summer 1 – Grouping Data
 Summer 2 – Introduction to Animation

DT

Autumn 2 – Sliders and Levers
 Spring 1 – Preparing Food
 Spring 2 – Freestanding Structures

Art (outcomes & Artist study)

Autumn 1 – Paint - Peter Thorpe – Space (American) – Solar System Landscape
 Autumn 2 – Sketching - Lydia Monk (British) – Story Illustration
 Spring 1 – Clay – Make a plant pot
 Spring 2 – Printing – Castle Printing
 Summer 1 – Sketching (Portraits) – Whole body portrait
 Summer 2 – Collage - Eloise Spaul (British) – Transport Collage

RSHE

Autumn 1 – Fr1: Who is my friend?
 Autumn 2 – M1: Where do feelings come from?
 Spring 1 – P1: How do I help my body stay healthy? P2: How do I decide what to eat?
 Spring 2 – Fa1: Who's in my family? Os1: Screen Time (L1)
 Summer 1 – Fr2: What makes a good friend? Fr3: Should friends tell us what to do?
 Summer 2 – M3: What helps me to be happy?
Water Safety - Water Safety Passport

Music

Autumn 2 – Toys
 Summer 1 - Animal Mad
 Summer 2 – By the Sea



SPRINGWOOD



Attendance

- Extremely important your child is at school everyday.
- Ring school on everyday of absence.

90% attendance = $\frac{1}{2}$ a day missed
each week

- Monitor any attendance falling below 96%
- Punctual - 8.40 - 8.45 am school day starts
- Day ends at 3:15





Extra Information

- Breakfast available in class during morning break.
- PE days - to be confirmed in September





What can you do to help?

- Connect to Class Dojo
- Complete all homework - reading, phonics, spelling, maths skills
- Ensure correct equipment is in school everyday - reading record, water bottle, full PE kit can be left over the half term.
- Ensure your child arrives on time everyday and attends regularly.
- Ensure your child is in complete uniform.





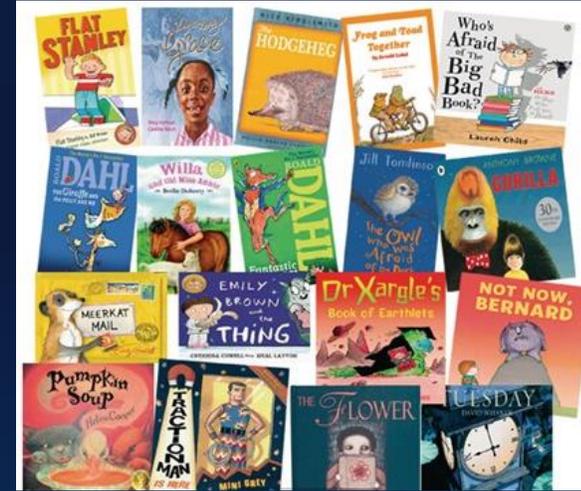
Educational Visits

- Trips - out of school and visitors into school
In the works!
- Library visit - December
- History - Conisbrough Castle?
- Geography local trip



Over the summer

- Summer Reading Challenge
- To read 6 books



Have lots of fun!!!!

Any questions?

