



**Welcome to Year One
2025 - 2026**



Lorna



Chloe

Meet The Teachers

- Eleanor
- Natalie
- Steph
- Natalia
- Aimee

PPA Teachers:

Debbie
Thursday AM



Caroline
All day Friday



Other adults in the room

Building on Reception

Early Learning Goals

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| Communication and Language Listening, Attention and Understanding <ul style="list-style-type: none">Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.Make comments about what they have heard and ask questions to clarify their understanding.Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Speaking <ul style="list-style-type: none">Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. | Personal, Social and Emotional Development Self-Regulation <ul style="list-style-type: none">Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Managing Self <ul style="list-style-type: none">Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.Explain the reasons for rules, know right from wrong and try to behave accordingly.Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Building Relationships <ul style="list-style-type: none">Work and play cooperatively and take turns with others.Form positive attachments to adults and friendships with peers.Show sensitivity to their own and to others' needs. | Physical Development Gross Motor Skills <ul style="list-style-type: none">Negotiate space and obstacles safely, with consideration for themselves and others.Demonstrate strength, balance and coordination when playing.Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Fine Motor Skills <ul style="list-style-type: none">Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.Use a range of small tools, including scissors, paintbrushes and cutlery.Begin to show accuracy and care when drawing. |
| Understanding the World Past and Present <ul style="list-style-type: none">Talk about the lives of the people around them and their roles in society.Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.Understand the past through settings, characters and events encountered in books read in class and storytelling. People, Culture and Communities <ul style="list-style-type: none">Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. The Natural World <ul style="list-style-type: none">Explore the natural world around them, making observations and drawing pictures of animals and plants.Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. | Expressive Arts and Design Creating with Materials <ul style="list-style-type: none">Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.Share their creations, explaining the process they have used.Make use of props and materials when role playing characters in narratives and stories. Being Imaginative and Expressive <ul style="list-style-type: none">Invent, adapt and recount narratives and stories with peers and their teacher.Sing a range of well-known nursery rhymes and songs.Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. | Mathematics Number <ul style="list-style-type: none">Have a deep understanding of number to 10, including the composition of each number.Subitise (recognise quantities without counting) up to 5.Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Numerical Patterns <ul style="list-style-type: none">Verbally count beyond 20, recognising the pattern of the counting system.Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. |
| | | Literacy Comprehension <ul style="list-style-type: none">Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.Anticipate (where appropriate) key events in stories.Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Word Reading <ul style="list-style-type: none">Say a sound for each letter in the alphabet and at least 10 digraphs.Read words consistent with their phonic knowledge by sound-blending.Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Writing <ul style="list-style-type: none">Write recognisable letters, most of which are correctly formed.Spell words by identifying sounds in them and representing the sounds with a letter or letters.Write simple phrases and sentences that can be read by others. |

Our foundation stage provides a firm foundation upon which all subsequent learning builds.

In Year One, we provide a safe, nurturing, creative environment which compliments the wonderful learning experiences the children have had in EYFS.

We continue the parental partnership that has already been established, while developing the children's levels of independence and self-help skills.

“Where they have come from is as important to consider as where they are going to.”

Our Curriculum

In Year One, we continue to have discrete lessons for;

Phonics

English

Mathematics

Learn Together

We have additional short sessions for;

Handwriting

NumberSense

Topic will now be taught in discrete lessons.

TOPICS

Autumn 1 Dinosaurs

The children will learn about dinosaurs and in history will look at events beyond living memory focusing on Mary Anning and why she was so significant. In DT, children will design a puppet and will learn how to sew using a running stitch to join their material together.

Autumn 2 Wonderful Weather

This term, the children will explore a range of exciting topics across different subjects. In art, they will experiment with printing techniques, while in computing, they will develop their creativity through digital painting. Their science lessons will focus on observing seasonal changes, and in geography, they will learn about different types of weather around the world.

Spring 1 Just add water

This term, the children will explore the past through the story of Grace Darling in history. In science, they will learn about plants, and in art, they will develop their skills in painting. As part of their design and technology work, they will enjoy designing and creating moving pictures.

Spring 2 All creatures great and small

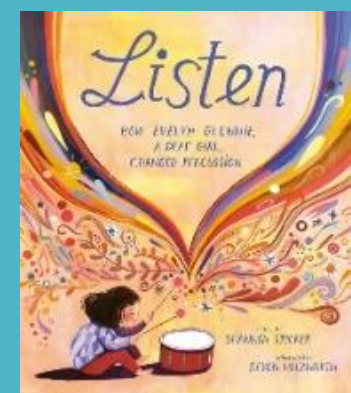
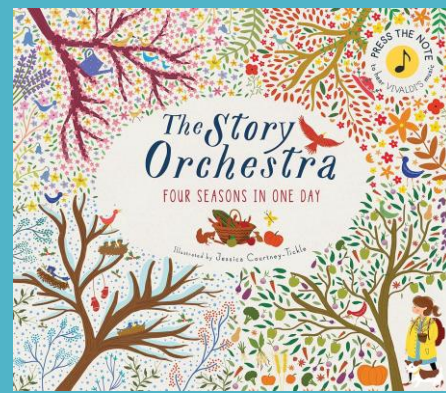
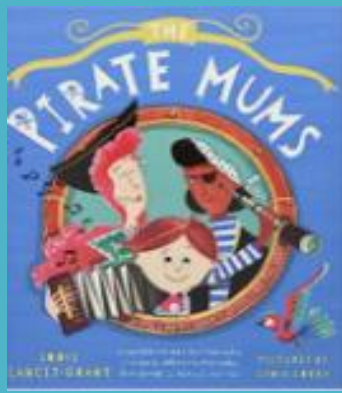
This term, the children will explore their place in the wider world. In geography, they will learn about the similarities and differences between the UK and a non-European country. In science, they will study animals and their habitats, while in computing, they will develop skills in grouping and organising data.

Summer 1 Inventors

The children will be learning about famous inventors who changed the way we live our lives. We will spend some time focusing on the work of Isambard Kingdom Brunel and the impact his work had on Swindon and the surrounding areas. We will have a go at building our own bridges in DT.

Summer 2 Bright lights, big city

This term, the children will learn all about London. In history, they will explore the events of the Great Fire of London, while in design and technology, they will try baking bread, just like in the bakery on Pudding Lane. Their geography lessons will focus on learning more about the United Kingdom.



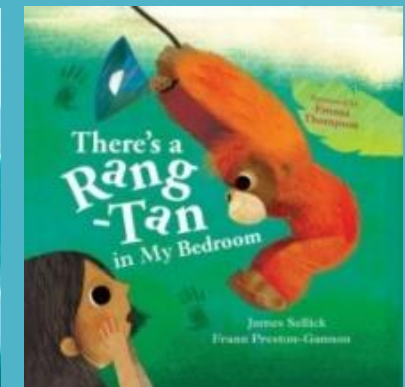
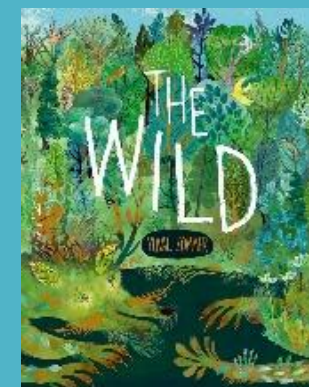
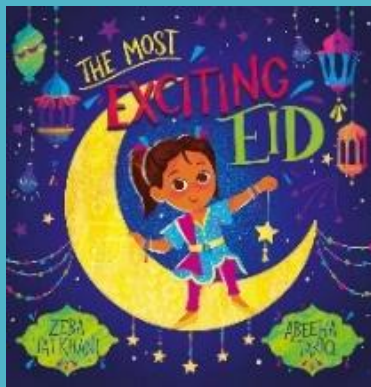
Moral & Spiritual Development

Equality & Justice

Learn Together

Belief Systems

Ethics and the Environment



Discovery Time

Your child will still have access to Discovery Time, allowing them to continue to explore their learning.

Each week, your child will be expected to complete four play projects:

Create

Compose

Calculate




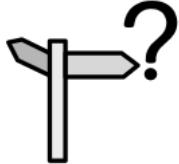

Construct





These link directly to previously taught Year One skills and are an opportunity for children to practice and apply these independently.






“Play is the highest form of research”

Albert Einstein

We are Reflective

|  | Plan |
|-------------------------------------------------------------------------------------|-------------------------------------|
|  | Who will you discover with? |
|  | What will you do? |
|  | Where is the best place to do this? |
|  | How are you feeling about it? |

|  | Do |
|-------------------------------------------------------------------------------------|-------------------------------------------------|
|  | Who can help with your learning? |
|  | What can help with your learning? |
|  | How are you feeling about your learning so far? |

|  | Review |
|---------------------------------------------------------------------------------------|----------------------------------------------|
|  | Who do you want to share your learning with? |
|  | How do you feel about the end result? |
|  | What went well? |
|  | What will I change next time? |

Our Timetable Term One

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|-------|--------------------|----------------|----------------|----------------|----------------|
| | EARLY MORNING WORK | | | | |
| 9:00 | REGISTER | | | | |
| 9:01 | PHONICS | PHONICS | PHONICS | PHONICS | PHONICS |
| 9:30 | BRAIN BREAK | | | | |
| 9:35 | MATHS | MATHS | WRITING | WRITING | LEARN TOGETHER |
| 9:50 | DISCOVERY TIME | DISCOVERY TIME | DISCOVERY TIME | DISCOVERY TIME | DISCOVERY TIME |
| 11:45 | HANDWRITING | | | | |
| 12:00 | LUNCH | | | | |
| 13:00 | REGISTER | | | | |
| 13:05 | HISTORY | COMPUTING | MUSIC | SCIENCE | PE |
| 13:20 | DISCOVERY TIME | DISCOVERY TIME | DISCOVERY TIME | DISCOVERY TIME | |
| 14:45 | STORY | | | | |
| | HOME TIME | | | | |

Our Timetable Term Six

| Events: | Monday | Tuesday | Wednesday | Thursday | Friday |
|---------|----------------------------------------------------------|--------------------------------------------------------|------------------------------------------------------|-------------------------------------------------------|----------------|
| 8:35 | Early Morning Work - Grid of 4! Remember More! | | | | |
| 8:50 | Register | | | | |
| 9:00 | Phonics (three groups) | | | | |
| 9:30 | Brain Break | | | | |
| 9:35 | Writing | | | | |
| 10:35 | Outside Breaktime (10:35-10:50) | | | | |
| 10:55 | Mathematics | | | | |
| 11:35 | Number Sense | | | | |
| 12:00 | Lunch | | | | |
| 13:00 | Register | | | | |
| 13:15 | Science | Art | History / Geography | Music / Computing | Learn Together |
| 14:30 | Picture News Assembly Phonics Intervention Readers | Happy News Assembly Readers Phonics Intervention | Debbie: Singing Assembly Phonics Intervention | Newsround Assembly Phonics Intervention Readers | PE |
| 15:00 | Story & Home | | | | |

Termly changes

| | | Term One | Term Two | Term Three | Term Four | Term 5 | Term 6 |
|---------------------|--------------------------|---------------------------------------------------------|---------------------------------------------------------|------------------------------------------------------------|------------------------------------------------------------|-------------------------------------------------------------------|-------------|
| AM | Inputs: | 15-20 minutes. | 15-20 minutes. | 20-25 minutes. | 20-25 minutes. | 30 minutes. | 30 minutes. |
| | Tutor Table: | Yes | Yes | Yes | Yes | Yes | No |
| | Groups of: | 3-4 children | 5-6 children | 6-8 children | 6-8 children | 8 children | |
| | Formal lessons*: | | | | | | Yes |
| PM | Inputs: | 15-20 minutes. | 15-20 minutes. | 20-25 minutes. | 20-25 minutes. | 30 minutes. | 30 minutes. |
| | Tutor Table: | No | Some Activities | Yes | Yes | No | |
| | Groups of: | | 5-6 children | 6-8 children | 6-8 children | | |
| | Formal lessons*: | | | | | | Yes |
| DAILY (Independent) | Play Projects: | Calculate Compose Construct Create | Calculate Compose Construct Create | Calculate Compose Construct Create Handwriting | Calculate Compose Construct Create Handwriting | Calculate Compose Construct / Create Draw Handwriting | |
| | Approx time to complete: | Linked to topic. Adults in provision. 10 minutes. | Linked to topic. Adults in provision. 10 minutes. | Linked to topic. 15-20 minutes. | Linked to topic. 15-20 minutes. | Linked to topic. 15-20 minutes. | |

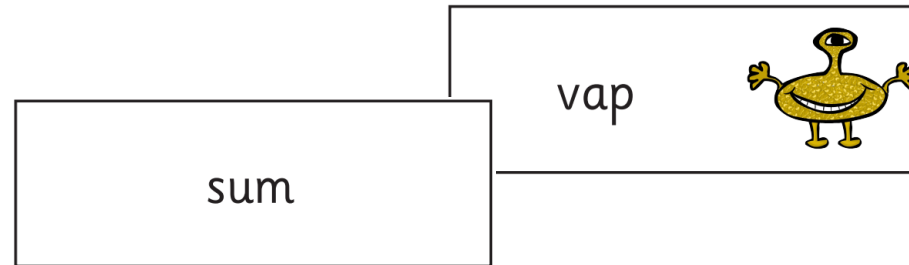
Phonics Screening Check

What is the Phonics Screening Check?

Children in Year One throughout the country will all be taking part in a phonics screening check during the same week in June. Children in Year Two will also take the check if they didn't pass in Year One.

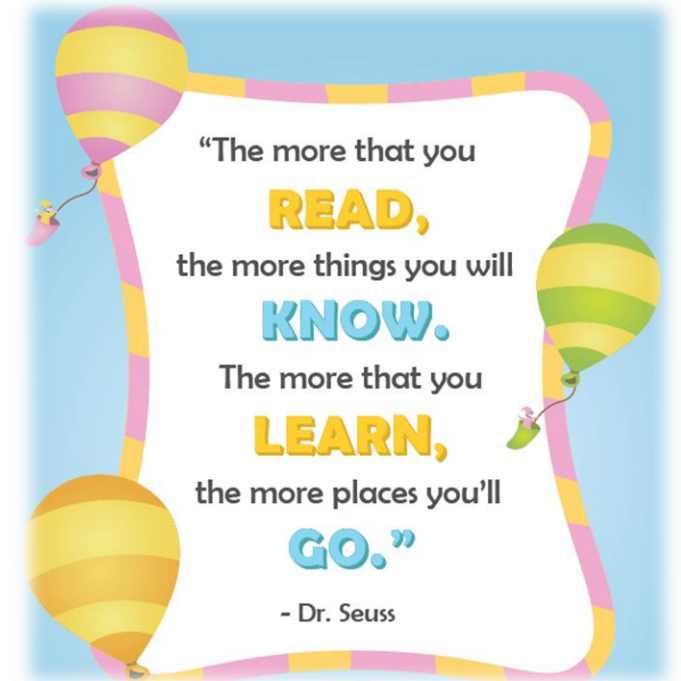
How do we carry it out?

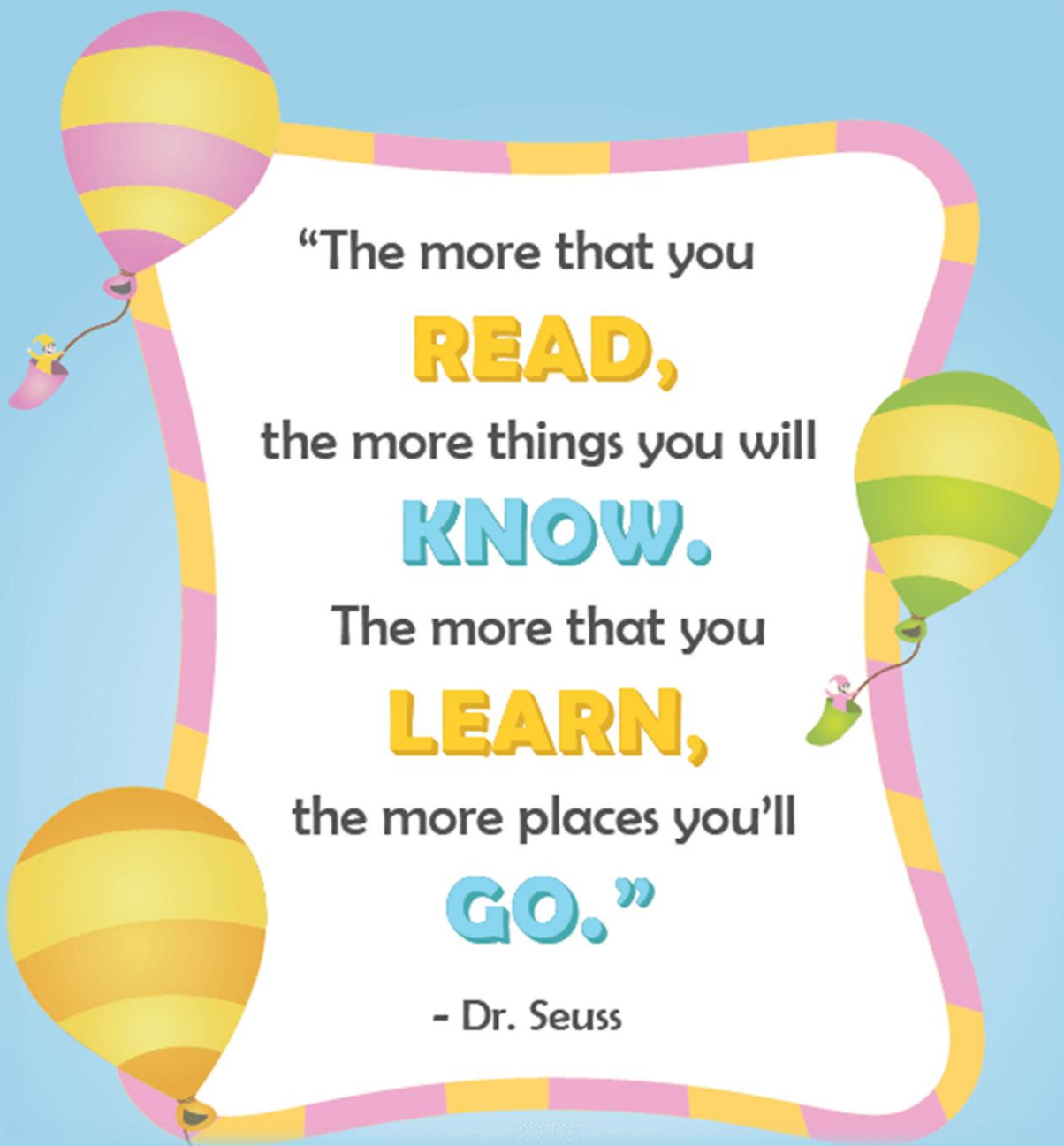
The check contains 40 words. The list of words the children read is a combination of 20 real words and 20 pseudo words (nonsense words). Each child will sit one to one and read each word aloud to their teacher. Each child will complete the check at their own pace.



How can I help?

The screening check doesn't tell us anything we don't already know about your child. You can help your child by listening to them read as regularly as you can.















“The more that you
READ,
the more things you will
KNOW.
The more that you
LEARN,
the more places you’ll
GO.”

- Dr. Seuss

Updates from Otter Class

Termly Overviews

Weekly Newsletter via SWAY

| Learn Together | Mathematics | English |
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| <p>In Learn Together, we will be exploring the themes of values and communication and the democratic process. We will then move onto how we are all different focusing on our own likes and dislikes and looking at our family and how our families are made up differently. We will look at NSPCC's PANTS focusing on the importance of keeping our parts private.</p> <p>We will be learning to:</p> <ul style="list-style-type: none">Recognise our school values in the classroom, stories and scenarios (compassion, curiosity, justice, respect, perseverance and honesty).Practice respectful communications with our peers and adults, engaging in age appropriate debates.Learn about what it means to keep something private, including parts of the body that are privateRecognise what makes them special and unique including their likes, dislikes and what they are good at.What it means to be a family and how families are different, e.g. single parents, same-sex parents, religions. <p>This term will focus on the following rights:</p> <div><div><p>2 All children have these rights no matter what their differences are</p></div><div><p>5 My family should love me how I am and use my own rights</p></div><div><p>8 I have a right to an identity</p></div><div><p>12 I should be listened to and heard</p></div></div> <p>ARTICLE 2: All children have all these rights and no child should be treated unfairly for any reason.</p> | <p>Below is an outline of the intended progression of learning in mathematics this term. It may be altered where necessary.</p> <p><u>Place Value (within 10)</u></p> <p>Week One:</p> <p>Sorting and counting objects with 1:1 correspondence. Counting objects from a larger group. Counting forwards within 10</p> <p>Week Two:</p> <p>Counting backwards within 10 Numbers as words</p> <p>Week Three:</p> <p>Starting and finishing at any given number. Comparing groups of objects using correct mathematical language (fewer, more and same).*</p> <p>Week Four:</p> <p>Comparing numbers using correct mathematical language (less than, greater than and equal to).*</p> <p>Week Five: Ordering numbers. Representing numbers on a number line.</p> <p>Week Six: Shape 2D and 3D Estimating (making a good guess) on a number line.</p> <p>Week Seven: Recognising squares, rectangles, triangles and circles</p> <p>Week 8: 3D shapes</p> | <p>Across the term, we will be looking at two focus books and one poet.</p> <div></div> <p>Our first focus book is 'Lifesize Dinosaurs' by Sophy Henn. We will be using this book to learn about dinosaur features and will then be labelling and creating captions as well as reminding ourselves about sentences structure using colour semantics.</p> <p>Our second is 'How to look after your dinosaur' by Jason Cockcroft. This is a step by step guide on how to take care of a dinosaur looking at what we may need if we ever had a dinosaur as a pet! We will create lists and then work towards creating instructions.</p> <p>Our focuses in writing this term will be on:</p> <div><div><p>Lowercase letter formation</p></div><div><p>Listening and using sounds to help us spell.</p></div><div><p>Using a sound mat to support our spelling.</p></div><div><p>Saying our sentence aloud to check it makes sense.</p></div></div> <p>Alongside these, we will be aiming to write sentences that include capital letters, full stops and finger spaces.</p> |



Key Reminders

Every day, your child needs to bring their:

- water bottle
(labelled)
- book bag
- waterproof coat
(labelled)

PE is on **Tuesday** and **Friday**.

Children need to **wear their PE kits** to school.

Trainers **without** laces where possible.

Reading books are changed every **Monday**.

Your child needs their book in school every day.

Your child will need a bag of **spare clothes** (inc. socks and underwear) in school.

Please clearly **label all clothes**.

Your child will still get **messy** so please continue to send them to school in **suitable clothing**.

Read with your child as regularly as you can.

