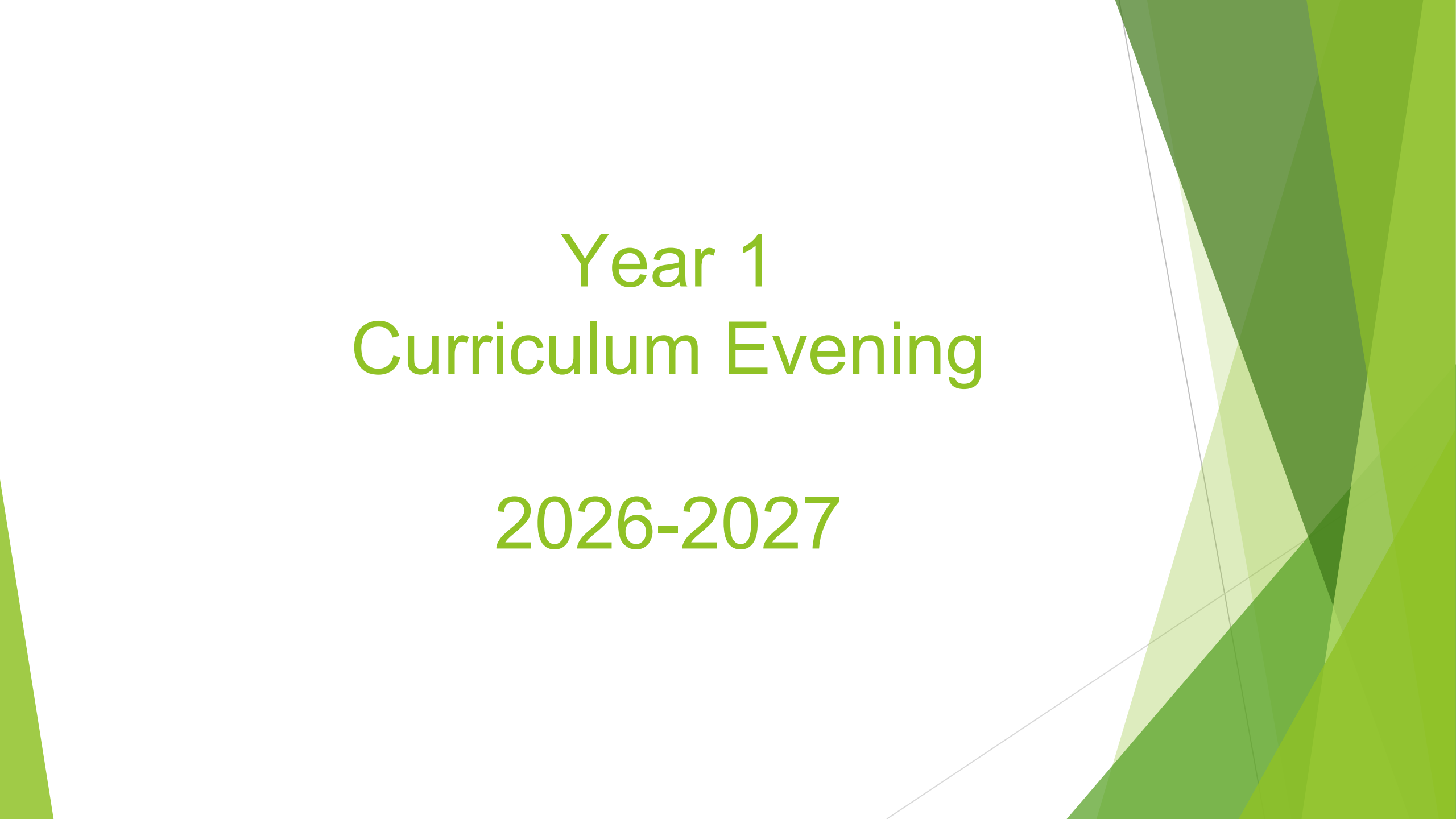


The background features abstract, overlapping green geometric shapes, primarily triangles and polygons, in various shades of green, creating a modern and dynamic design.

Year 1 Curriculum Evening

2026-2027

Meet the team.



Miss Murthwaite – 1P Class
Teacher
(History Lead)



Ms Cheang
1J Class teacher
(EYFS & Key Stage 1 Phase lead)



Mr Boswell
Teaching
assistant



Mr Liria
Teaching assistant



Ms Macfee
Teaching
assistant



Ms Sayer
Teaching
assistant



Moving on

From Reception to Year 1

What is important when children move on?

We know that happy children learn best



- Making sure the children feel confident and settled.
- Keeping children interested and motivated to learn.
- Continuing the learning journey with minimum disruption.

Understanding the Transition from EYFS to Year 1

As your child prepares to move from the Early Years Foundation Stage (EYFS) to Year 1, it's important to understand how the learning environment and expectations change.

What's Different Between EYFS and Year 1?

Learning Approach:

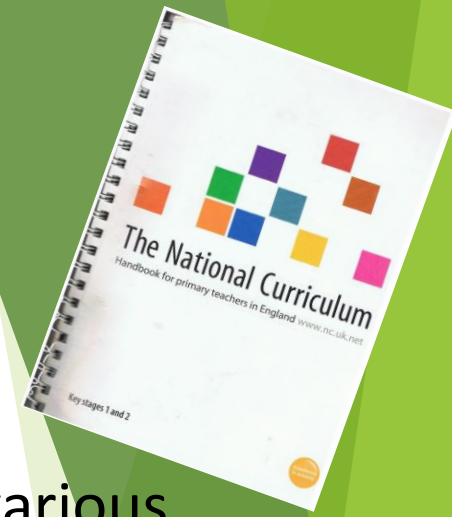
In Year 1, while play remains an important part of learning, there is a greater emphasis on structured lessons and independent work. Children will engage in more focused activities that build on their foundational skills.

Understanding the Transition from EYFS to Year 1

Curriculum Structure:

The **EYFS** curriculum is designed to support holistic development across various areas, including communication, physical development, and personal, social, and emotional growth.

In Year 1, the curriculum becomes more subject-focused, with dedicated time for literacy, mathematics, science, and other subjects. This helps children deepen their understanding and develop new skills.



A comparison between EYFS and Y1 curriculum

Reception: Personal, Social and Emotional Development

Year 1: PSHE (personal, social, health and citizenship education) and RE

Reception: Literacy

Year 1: Reading and Writing

Reception: Mathematics

Year 1: Maths

Reception: Understanding the World

Year 1: Science, History, Geography, D&T, ICT and RE

Reception: Expressive Arts and Design

Year 1: Art and Design, Dance, Drama and Music.

Reception: Physical Development

Year 1: PE, Writing

What will learning look like in a Year 1 classroom?

Structured Lessons:

Your child will experience daily lessons in subjects like reading, writing, and math. These lessons are designed to be engaging and interactive, incorporating a variety of teaching methods to cater to different learning styles.

Literacy and Numeracy Focus:

In Year 1, there will be a strong focus on developing literacy and numeracy skills. Children will continue to learn to read and write simple sentences, recognize high-frequency words, and solve basic math problems. They will also explore stories and texts to enhance their comprehension skills.

What will learning look like in a Year 1 classroom?

Hands-On Activities:

While the learning is more structured, hands-on activities remain a key part of the Year 1 experience. Children will participate in practical tasks, experiments, and creative projects that make learning fun and relevant.

Collaborative Learning:

Group work and collaborative projects are encouraged, helping children learn to work together, share ideas, and develop social skills. This teamwork fosters a sense of community in the classroom.

Expectations in Year 1

- This year we are focusing on the children's independence.
- The learning is a more formal setting. The children will be expected to work at tables more frequently.
- One extra playtime in the afternoon at the start of the year.

Timetable of the week

-Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:45 - 9:00	Registration	Registration	Registration	Registration	Registration
9:00 - 9:30	Phonics	Phonics	Phonics	Phonics	Phonics
9:30 - 9:40	★	★	★	★	★
	Braim break				
9:40 - 10:20	English	English	English	English	English
10:20 - 10:35	BREAK				
10:35 - 10:45	★	★	★	★	★
	Guided reading				
10:45 - 11:55	Maths	Maths	Maths	Maths	Maths
12:00 - 1:00	LUNCH				
1.00-1.10	★	★	★	★	★
	Brain break				
1.10-1.20	10 min maths	10 min maths	10 min maths	10 min maths	10 min maths
1:20 - 2:10	Music (E)	PE	Science	Geography	Art
2:10 - 2:40	PE	Computing	RE	PSHE	Choosing time
3:00 - 3:20	Assembly				

Yr 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	The Huey's by Oliver Jeffers (1 week) Stuck by Oliver Jeffers (2 weeks) Tidy by Emily Gravett (2 weeks) Narrative & non-fiction outcomes Tree by Britta Teckentrup (2 weeks) Poetry	George and the Dragon (2 weeks) The Paper Bag Princess (2/3 weeks) OR Tell Me a dragon by Jackie Morris Harvey Slumfenburger's Christmas Present by John Birmingham (2 weeks) Narrative & non-fiction outcomes	Dreams & Goals A Midsummer Night's Dream (2 weeks) Narrative & non-fiction outcomes + other (2 weeks) If I were King by A.A.Milne Performance	Snow White and the seven dwarfs Snow White in New York Fairy tale picture book (2 weeks) Science Writing (1 week)	Alice in Wonderland (6 weeks):	Secret of Black Rock by Joe Todd Stanton (2 weeks) The Search for the Giant Arctic Jellyfish by Chloe Savage (2/3 weeks) Whole school picture book transition project (2 weeks)
Maths	Number Place Value (within 10)	Number Addition and Subtraction (within 10)	Number Place Value (within 20)	Number Place Value (within 50)	Number Multiplication and Division	Number Place Value (within 100)
Science	Forces and Space	Materials: Everyday Materials	Animals: Sensitive Bodies	Animals: Comparing Animals	Plants: Introduction to Plants	Making Connections
Humanities	Geography: What is it like here?	History: How am I Making History?	Geography: What is the weather like in the UK?	History: How Have Toys Changed?	What is it like to live in Shanghai?	History: How Have Explorers Changed the World?
Computing	Computing Systems and Networks Technology around us	Creating Media Digital painting	Programming A Moving a robot	Data & Information Grouping data	Creating Media Digital writing	Programming B Introduction to animation
RE	What do Christians believe God is like?	Who made the World?	What do Jewish people believe about God?	What is the good news that Jesus brings?	How and why is Shabbat important to some Jewish people in Britain?	How do people know how to behave?
PSHE	Being Me <u>In</u> My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me

Art D&T	Mixing primary colours	Stable structures: Chariots Greek Myths (Structures)	Design and make a product	Eat More Fruits and Vegetables (Cooking and nutrition)	Having knowledge of a great artist.	Moving/ sliding picture (Mechanisms)
PE	Introduction to PE	Games	Gymnastics	Games	Athletics	Multi skills – sports day preparation
Music	Hey <u>You!</u> Focus: listening and rhythm (play percussion) International day: Sea Shanties	KS1 Nativity Focus: singing and performing	Bach and Eriks Esenvalds – <i>Northern Lights</i> Focus: listening and comparing, cross-curricular writing (history and English) Number day – music and maths link	Round and Round Focus: notation and composition (glockenspiel)	Ten Pieces Vaughan Williams, Lark Ascending Focus: listening (pitch), performing and notation Rockstar day: Don't stop believing	Your Imagination Focus: tailor to class needs

Maths, Phonic and English everyday

Science every week

Foundation subjects every week.

Key Dates

Trips: Dates TBC

Phonics evening – Wednesday 7th October

Port Meadow – Autumn 2

Toys Workshop – Spring 2

Cotswold Wildlife Park- Summer 2

Phonics screening -Summer 2

Nativity- Autumn -2

Phonics



- We teach phonics everyday.
- Your child will be given one phonics book to read at home to begin with.
- Each child is read with once a week by the teacher or the teaching assistant.

The Phonics screening

- There will be a strong focus on Phonics and Reading throughout Year 1.
- We will follow our scheme to provide a structured and systematic approach to teaching English.
- The new National Curriculum emphasises the importance of children learning to read using a phonics-based approach.
- Children will learn the phonetic sounds to help them blend and read the words.
- Teaching them the right phonics skills will ensure they become successful readers and make them feel confident when taking the Phonics Screening Test at the end of Year 1 in June.
- Children will complete the test by reading 40 words. These are a mixture of 'real' words and 'alien' words. The pass rate has been 32 for the past few years but this may change.

2014 Phonics

Screening check: answer sheet

First name: _____
Last name: _____

Screening check responses: Please tick the appropriate box for each word. The use of the comment box is optional.

Section 1			
Word	Correct	Incorrect	Comment
not			
leg			
jet			
red			
full			
chick			
strong			
boat			
ward			
fern			
chain			
hubb			
harm			
quite			
back			
down			
short			
head			
dress			
fund			
there			

Section 2			
Word	Correct	Incorrect	Comment
air			
chain			
green			
table			
chick			
brand			
draw			
scary			
high			
brave			
main			
nude			
drink			
crowd			
spike			
strip			
comic			
glory			
struggle			
lighter			

Total correct: _____

Reports

2 snapshot reports
1 formal full report

Academic Report 2025-2026



With love we flourish

Love, Compassion, Community

Summer Term 2024

Name:
Class:
Teacher:

Homework

- ▶ Daily reading (10 minutes minimum)
- ▶ Weekly spellings
- ▶ Additional activity
- ▶ Numbots

Homework will be handed out each Friday and needs to be returned the following Thursday. Spelling tests are weekly on the Thursday.

Behaviour

The ZONES of Regulation

			
Blue Zone Sad Bored Tired Sick	Green Zone Happy Focused Calm Proud	Yellow Zone Worried Frustrated Silly Excited	Red Zone overjoyed/Elated Panicked Angry Terrified



SS Philip and James' Church of England
VA Primary School
With love we flourish

Our Behaviour Charter

At our school, we share the values of
love, compassion and community.



Rewards for more than expected behaviour:

Praise

House points

Postcard in assembly

Sanctions for less than expected behaviour:

Step 1: A reminder from the adult in my class

Step 2: A second reminder from the adult in my class

Step 3: A five minute time-out in another class

Step 4: A breaktime time-out with my Phase Leader

Our Behaviour Charter

A reminder from an
adult



A second reminder
from an adult



Third reminder is
step 3



and 5 minutes in
another class.



Step 4 break time
with my phase leader.



AOB

- ▶ School arrival - gates open from 8:40, 8:50am register
- ▶ Snack
- ▶ Water bottle - named
- ▶ Change of clothes
- ▶ PE kit (PE days Monday and Tuesday)
- ▶ You will receive the whole school parent newsletter, rather than a year group one