



Welcome to Year 1

# Year 1

## Class teachers

**1S**

Miss Spencer

**1D**

Miss Dockerty

## Specialist Teachers

**PE**

Mrs Prior and Sports coaches

**Art**

Mrs Speedie

**Music**

Miss Marsden

# Key change: Learning Blocks

- ▶ From September, learning will be organised into six equal '*learning blocks*', each lasting six weeks, instead of following the traditional half-term structure.
- ▶ This change is being made because half terms vary in length, which can make it difficult to ensure all topics are given enough time for children to fully embed their learning.
- ▶ As a result, topics may now change part-way through a half term rather than at the end of it, as was previously the case. Please note that PE days may also change mid-way through a half term, although we will do our best to minimise this disruption.

# Routines

- ▶ Lunch time is from 12 noon to 12:55.
- ▶ Please ensure you inform the class teacher/ office if your child is being collected by someone else. We are unable to release your child to another adult without this communication.
- ▶ The children need a water bottle, lunch (unless having school dinner), reading book and spelling book every day.
- ▶ Book bags should be used to transport equipment to and from school
- ▶ Pencil cases – equipment will be provided by school and a donation would be gratefully received.
- ▶ Prescribed medicines to be taken to the office.
  
- ▶ For Block A, PE will be on Monday and Friday.
- ▶ Children should wear their PE kit to school on these days

# Communication

You can communicate with your child's class teacher through the class email accounts. These are not checked whilst teaching.

For any urgent messages, please call or email the office.

1D@ashdeneschool.net

1S@ashdeneschool.net

# Communication

- ▶ Your child's class teacher is your first port of call – please direct all enquires to them. If needed, they can then consult with other member of staff within school.
- ▶ Communication policy is on the website.
- ▶ Ensure all communication is respectful.

# Communication

## **Subject: Absolutely unacceptable behaviour!!!**

Dear [Teacher],

I am disgusted to hear what happened to my child today. I cannot believe you have allowed other children to treat my child in this way. It is totally unacceptable that [Child's Name] was left upset because you clearly did nothing to stop this. I have heard everything from my child and it is obvious you have failed to protect them.

You need to sort out these children who are being mean and putting my child through this, and make sure this NEVER happens again. I want to know exactly what you are going to do about this immediately because I will not stand for my child being bullied and ignored.

I don't see why my child should have to put up with this behaviour - clearly your staff are not dealing with things properly. I expect a reply today telling me what punishment these other children are getting.

Very unhappy,  
[Parent Name]

## **Subject: Concern About Friendship Incident**

Dear [Teacher],

I hope you are well. I am writing because [Child's Name] came home today feeling quite upset about an incident with some other children. From what [he/she/they] told me, there seems to have been a disagreement, and [Child's Name] was left feeling hurt.

I understand there are often different sides to these situations, and I would really appreciate it if you could help me understand what happened from the school's perspective. I am keen to support [Child's Name] in managing friendships and resolving any difficulties in a positive way.

Please could you let me know when would be a good time to discuss this further, or if you have any information you can share in the meantime?

Thank you so much for your help.

Kind regards,  
[Parent Name]

# Communication

**Subject: Another week with no certificate — outrageous**

I cannot believe you haven't given [Child's Name] a certificate AGAIN. Clearly you have favourites and don't care about children like mine. I'm sick of this unfair treatment. It's disgraceful and I expect this to be sorted out immediately.

[Parent Name]

**Subject: Question about reward certificates**

Dear [Teacher],

I hope you are well. [Child's Name] was a bit disappointed not to receive a certificate recently, and I wondered how the awards are decided each week.

I completely understand there are many children to consider, but I'd appreciate any feedback on how [Child's Name] is doing and what [he/she/they] might focus on to work towards earning a certificate in the future.

Many thanks for your time and support.

Kind regards,

[Parent Name]





**Excellence:**  
**everyone, everywhere, every day**

# Our school values: RESPECT









Our core values of RESPECT underpin everything we do.



What does this look like in Year 1?

# Celebrating our values

- Each Monday, we celebrate children who have shown the RESPECT values from each class.
- Each week we have a different RESPECT focus
- If your child has won an award, you will be invited in (in person or via teams) to celebrate with them during this assembly

|   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
|  |  |  |  |  |  |  |
|  |   |   |   |   |   |   |
| This certificate is awarded to  |   |   |   |   |   |   |
| <input type="text"/>  |   |   |   |   |   |   |
| In recognition of   |   |   |   |   |   |   |
| <input type="text"/>  |   |   |   |   |   |   |
| Signed  |   |   |   | Date  |   |   |
| <input type="text"/>  |   |   |   | <input type="text"/>  |   |   |

# Attendance



Children to enter through the classroom door (1D), the door to right of the carpark (1S) between 8:45 and 8:55am.

If children are late, they should enter through the school office, with an adult to sign them in. If our child arrives after 9am they will receive a late mark. If your child arrives after 9:20, this will be recorded as an unauthorised absence.

The afternoon register will be completed by 3:15pm.

Children will be dismissed at 3:20pm from the door they entered through.

- Regular and punctual attendance in school is essential
- When a child misses school, this disrupts their learning
- If children are missing school due to unauthorised absences, the learning lost cannot be caught up

# Attendance

All children should be aiming to achieve a minimum of 97% attendance, apart from those with chronic health issues.

Excellent attendance at school is important to allow children to fulfil their potential!

## Every Minute Counts

| Lateness = Lost Learning<br>(Figures below are calculated over a school year) |                |
|---|----------------|
| 5 minutes late each day   | 3 days lost!   |
| 10 minutes late each day  | 6.5 days lost! |
| 15 minutes late each day  | 10 days lost!  |
| 20 minutes late each day  | 13 days lost!  |
| 30 minutes late each day  | 19 days lost!  |

OFFICIAL  
UNCLASSIFIED

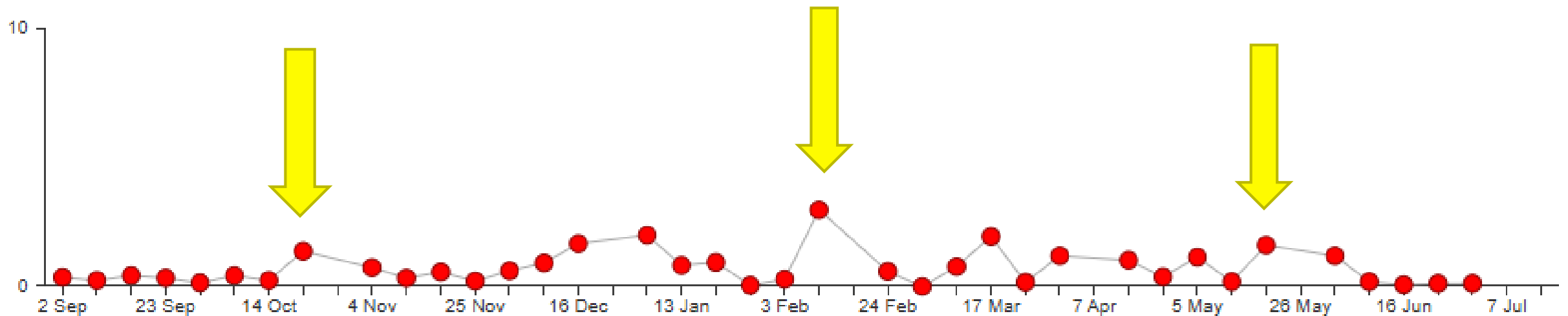
## Days off school add up to lost learning

| 175 NON SCHOOL DAYS IN A YEAR<br>175 days to spend on family time, visits, holidays, shopping,<br>household jobs and other appointments |  |   |   |  |  |
|---|--|---|---|--|--|
| 190 DAYS FOR<br>YOUR CHILD'S<br>EDUCATION<br>EACH YEAR  | 10 DAYS<br>ABSENCE<br>180 DAYS OF<br>EDUCATION | 19 DAYS<br>ABSENCE<br>171 DAYS OF<br>EDUCATION                                | 29 DAYS<br>ABSENCE (A<br>TERM MISSED)<br>161 DAYS OF<br>EDUCATION | 38 DAYS<br>ABSENCE<br>152 DAYS OF<br>EDUCATION   | 47 DAYS<br>ABSENCE<br>143 DAYS OF<br>EDUCATION |
| 100%  | 95%  | 90%   | 85%   | 80%  | 75%  |
| <b>Good</b><br>Best chance of success.<br>Gets your child off to a flying start   |  | <b>Worrying</b><br>Less chance of success<br>Makes it harder to make progress |   | <b>Serious Concern</b><br>Not fair on your child |  |

# ► Unauthorised absences!

*Holidays during term time...*

Weekly Absences



| READING | ↑ 90% att<br><small>90%</small> | ↓ 90% att<br><small>90%</small> |
|---------|---------------------------------|---------------------------------|
| % EXC   | 47%                             | 33%                             |
| % WA ↑  | 94%                             | 66%                             |
| % WT    | 6%                              | 33%                             |



Attendance impacts attainment!

| Writing | ↑ 90% att<br><small>90%</small> | ↓ 90% att<br><small>90%</small> |
|---------|---------------------------------|---------------------------------|
| % EXC   | 26%                             | 0%                              |
| % WA ↑  | 89%                             | 66%                             |
| % WT    | 11%                             | 33%                             |

| Maths  | ↑ 90% att<br><small>90%</small> | ↓ 90% att<br><small>90%</small> |
|--------|---------------------------------|---------------------------------|
| % EXC  | 47%                             | 33%                             |
| % WA ↑ | 97%                             | 66%                             |
| % WT   | 3%                              | 33%                             |

Beyond the academic realm, poor attendance also has detrimental effects on students' social and emotional development. School is a place for interaction with peers, fostering social skills, teamwork, and an environment that provides emotional wellbeing support.

# Working together to improve school attendance

Statutory guidance for maintained  
schools, academies, independent  
schools and local authorities

## PENALTY NOTICE FINES FOR SCHOOL ATTENDANCE ARE CHANGING !

With the introduction of the new National Framework for Penalty Notices, the following changes will come into force on 19 August 2024.

### Penalty Notices will be issued for

**Term time leave:** Penalty Notice fines will be issued for term time leave of 5 or more consecutive days.

**10 Sessions of Unauthorised absence in a rolling 10 week period:** A Penalty Notices may be considered when there have been 10 sessions of unauthorised absences in a 10 week period.

However, we retain the discretion to issue a Penalty Notice before the threshold is met. For example, where parents are deliberately avoiding the national threshold by taking several term time holidays below the above thresholds.

### Per Parent/Per Child

Penalty Notice fines will continue to be issued per parent per child. For example: 3 siblings absent for term time leave, would result in each parent receiving 3 separate fines.

### First Offence

The first time a Penalty Notice is issued for term time leave or irregular school attendance the fine will be charged at:

£160 per parent, per child if paid within 28 days of the issue, reducing to £80 per parent, per child if paid within 21 days.

(Unpaid penalty notices may result in a parental prosecution)

### Second Offence

Where it is deemed appropriate to issue a second penalty notice to the same parent for the same pupil within 3 years of the first penalty notice, for either term time leave or irregular attendance the second penalty notice will be charged at:

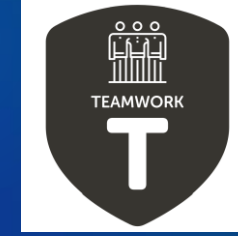
£160 if paid within 28 days. (Unpaid penalty notices may result in a parental prosecution)

### Third Offence

On the third time that an offence is committed within 3 years of the first penalty notice for either a term time leave or irregular attendance a penalty notice will not be issued. The case may proceed to Parental Prosecution under the Single Justice Procedure. If found guilty of the offence of 'Failure to send a child to school' the Magistrates can impose a fine up to £1000 or legal proceedings under Section 444 (1a) can include a fine of up to £2500.



# Uniform



- The transition year for new school uniform is now over. All children must be wearing a navy blue jumper/cardigan
- Our school uniform is supplied by Express Uniform. The school uniform policy can be found on the school website along with a link to our online shop. High expectations of presentation for all pupils
- Children should come to school in their PE kit on allocated PE days.
- Please see the uniform policy for details on what is the Ashdene PE kit: **wearing own sports clothes is not acceptable.**

- If your child cannot meet uniform expectations (i.e. they have grown out of their school shoes) please inform your class teacher by email, including when this will be resolved
- If children are wearing incorrect uniform or P.E kit, parents will be contacted. Children can be sent home.
- If families are struggling with the purchase of uniform, please contact school.

# Expectations, rewards and behaviour

- ▶ Expectations of pupils are the same in all classes – this is known to the children and there are reminders around classrooms
- ▶ Celebration assembly for exceptional work and/or attitudes



# Expectations, rewards and behaviour

## Walking in the corridors



**Silence unless  
talking to an adult.**



**Walk on the left.**



**Walk in single file.**



## Ready for Learning



### Direct Teaching

**Face forwards, hands together**

**Always sit up straight**



**Never interrupt**

**Track the speaker**

### Independent Practice

**Equipment ready**

**Work at an appropriate volume as set out by  
the teacher.**

**Stay focused – do not distract others.**






























**Hands up if you need to talk to an adult in  
the room.**



# Expectations, rewards and behaviour

- ▶ Merits awarded for demonstrations of the RESPECT values
- ▶ Merit shop at the end of each half term
- ▶ Consequences – known by the children
- ▶ Focus on reflection, restoration and resolution

|   |  |  |   |   |  |   |  |  |
|---|--|--|---|---|--|---|--|--|
|  3267<br>Whole Class |  151<br>Alia    |  46<br>Amber    |  167<br>Amy      |  145<br>Austin   |  168<br>Ava G   |  134<br>Ava H      |  40<br>Beau     |  152<br>Connie  |
|  101<br>Elliott    |  48<br>Emily  |  139<br>Felix |  117<br>George |  95<br>Georgia |  80<br>Herbie |  150<br>Isabella |  126<br>Isla  |  124<br>James |
|  143<br>Jasmine    |  47<br>Jeremy |  125<br>Katie |  34<br>Leo A   |  130<br>Leo G  |  32<br>Lilia  |  146<br>Max      |  169<br>Maxim |  41<br>Oliver |

## Excellence at Ashdene



If you show the RESPECT characteristics, you will earn merits that you can spend at the merit shop each term.



If you are not ready, respectful or responsible, an adult will give you a warning.



If you continue to not be ready, respectful and responsible, you will have a C1 consequence.

C1 = Missing 10 minutes of playtime.



If you do not correct your behaviour or refuse to follow instructions, you will have a C2.

C2 = Missing 10 minutes of playtime and spending 10 minutes in another classroom.



If you playfight, cause damage to property, cause unintentional harm due to poor choices, show disrespect to others or use threatening words or behaviour, you will have a C3.

C3 = Missing 30 minutes of lunchtime. Your parents will be contacted.



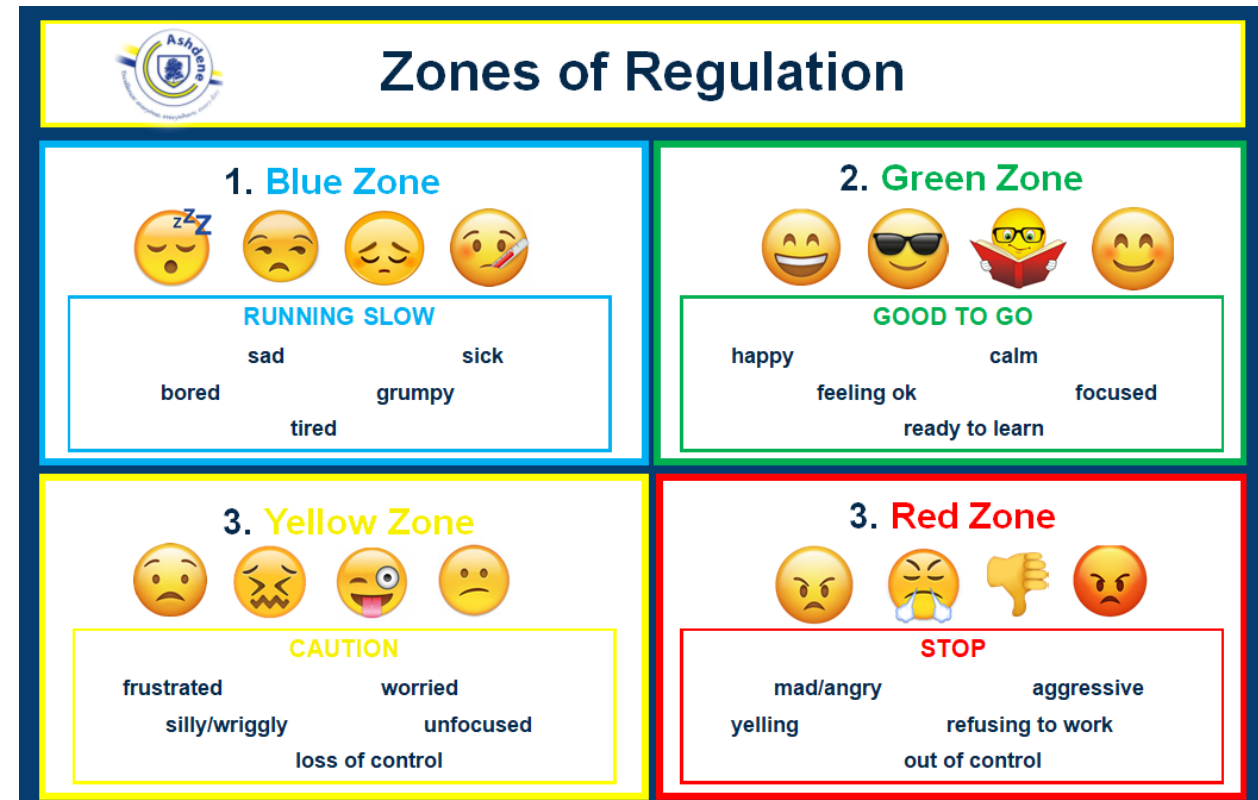
If you cause intentional harm, deliberately damage property, swear, use racist or homophobic language, bully another person or force someone to do something they don't want to do, you will have a C4.

C4 = Missing lunchtime and working outside the headteacher office for the afternoon. Your parents will be contacted.



# ZONES of regulation

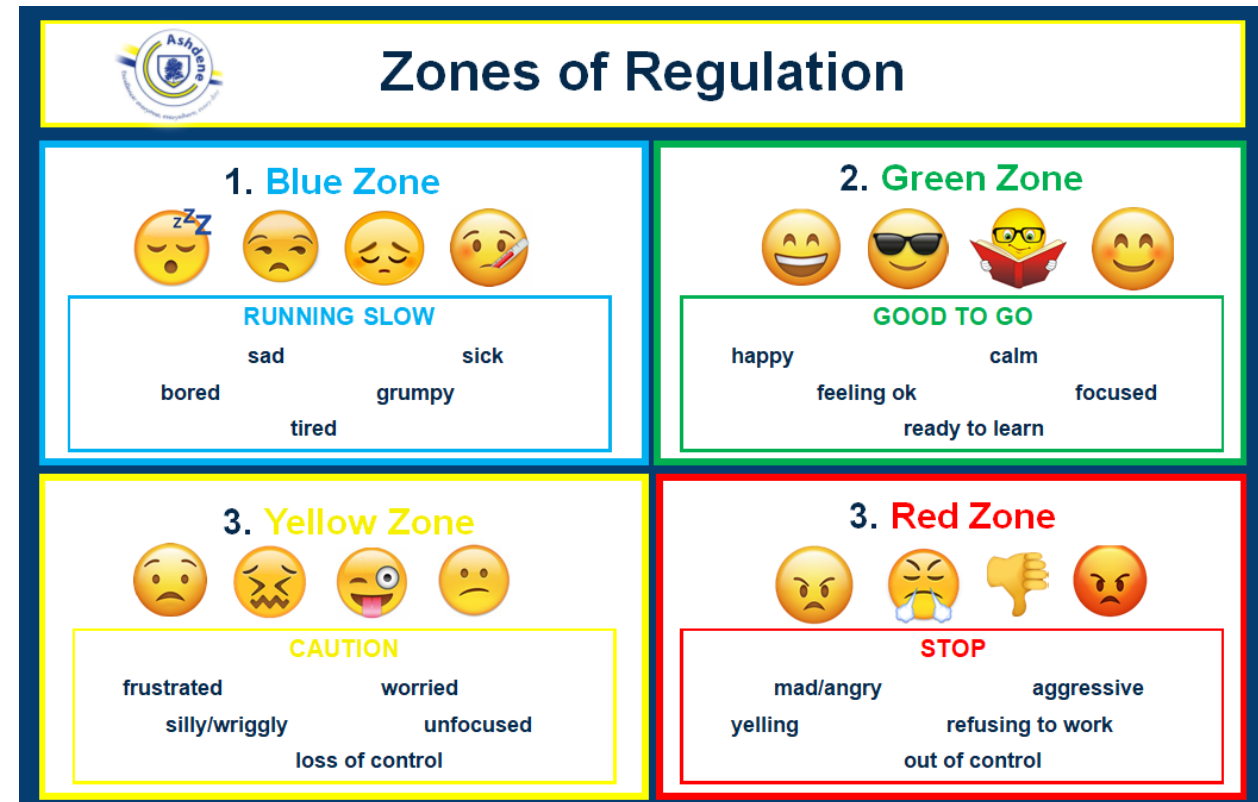
- ▶ Zones of Regulation is an internationally renowned curriculum aimed to develop the children's self-regulation and emotional control
- ▶ From time to time, all of us (including adults!) find it hard to manage strong feelings such as worry, anger, restlessness and this stops us from getting on with our day effectively.
- ▶ Using the 4 zones, we will teach and support the children to develop self-regulation strategies to help them cope with these feelings so they can get back to feeling calm and ready to learn



# ZONES of regulation

Zones of regulation aims to:

- ▶ Increase their emotional vocabulary so they can explain how they are feeling
- ▶ Recognise when other people are in different zones, thus further developing empathy
- ▶ Understand their emotions, sensory experiences such as lack of sleep or hunger and their environment might influence which zone they are in
- ▶ Further develop problem-solving skills and resilience
- ▶ Identify a range of strategies that will support them

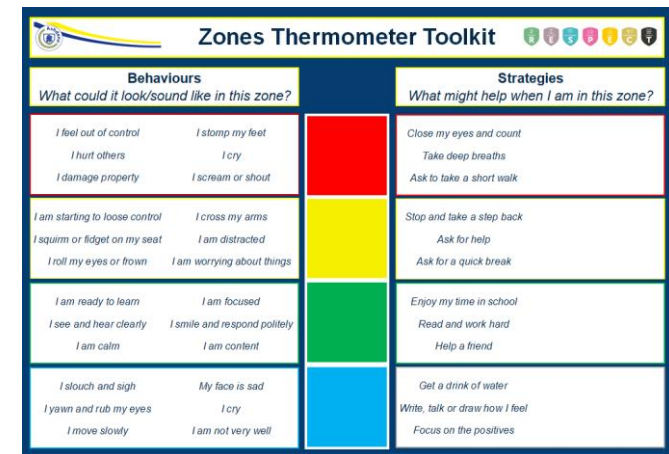
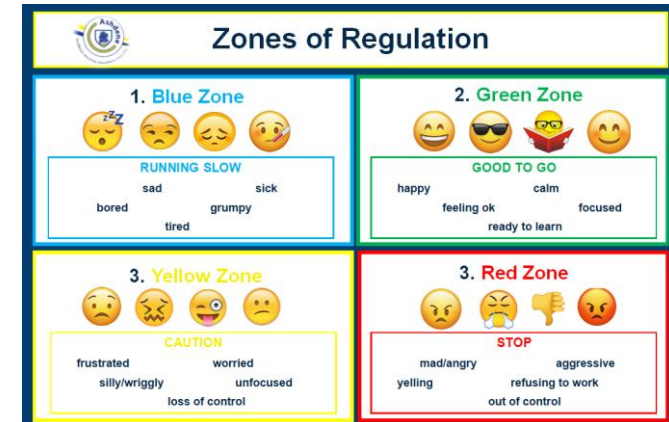




# ZONES of regulation

Children will learn and use zones...

- ▶ Some discrete teaching lessons and through our PSHE curriculum
- ▶ Using the Zones language with all school staff and pupils
- ▶ In the classroom by referring to the posters
- ▶ Using their personalised scaling thermometer to identify what zone they are in and whether they need to talk about it with someone or implement strategies to help them (it is not a requirement for all children to use these, rather a suggestion if we notice they may be finding it difficult to self-regulate)
- ▶ Some children might prefer not to use the 'Zones language' and may label the emotions directly. This is fine and encouraged!



# Curriculum

| Year 1 Curriculum - Block A   |  |  |  |   |  |
|---|--|--|--|---|--|
| <b>No Outsiders</b><br>(Lower - To like the way I am.)  |  | <b>PSHE</b><br>What is the same and what is different about us?  |  | <b>Personal Development</b><br>Wider Curriculum Clubs Available<br>Mini-quizzes, WPA, Choir, Art Club, Drama, Cookery, Top Notes, Songbook, Music, Sport.   |  |
| <b>English</b><br>Inspirational Text<br>Class Story<br>Genres for writing:<br>Narrative - sentences about events<br>List<br>Recount<br>Non-chronological report - facts<br>Within writing, Year 1 will be focusing on:<br>-Orally recounting past events using the past tense.<br>- Writing sentences with a noun and a verb.<br>- Using adjectives to form a noun phrase.<br>- Using capital letters and full stops correctly.<br>- Beginning to identify when words are missing in a sentence.<br>- Writing the days of the week with a capital letter.<br>Poetry<br>The poem Year 1 are studying and learning to write this half term is 'Swing' by Robert Louis Stevenson |  | <b>Maths</b><br>Numbers within 10<br>Sorting objects<br>Counting objects to 10<br>Representing numbers to 10<br>Counting objects from a larger group<br>Counting on from any number<br>Counting backwards from 10 to 0<br>One more and one less<br>Comparing numbers and groups<br>Greater than, less than and equal to symbols > < =<br>Ordering numbers using a numberline<br>Part whole within 10<br>Parts and wholes<br>The part whole model<br>Writing number sentences<br>Fact Families<br>Number bonds to 10<br>Addition within 10<br>Adding together<br>Adding more<br>Addition problems<br>Finding the missing number<br>Mental Maths<br>Counting 25<br>Number bonds to 5<br>Number bonds to 10 |  | <b>Science</b><br>The Year 1 science topic is Animals including humans. Children will learn about the classification of animals.<br>Every half term we will also learn about the different seasons.<br><b>History</b><br>Year 1 will be completing a significant individual study. The children will be studying L. S. Lowry.<br><b>Computing</b><br>Year 1 will be learning about computers and how they work. Children will be exploring and experimenting with an app called Paintz. |  |
|   |  | <b>Art</b><br>Looking at paintings by LS Lowry and re creating them using and experimenting with pencil marks, oil pastel and wax crayon.  |  | <b>Phonics</b><br>In the first week, any gaps in phonic knowledge will be assessed and retaught.<br>From week 2, children will begin to learn the alternative sounds from phase 5.<br>These are:<br>wh, ph<br>ay, a-e, eigh, ey, ei<br>ea, e-e, ie, ey, y<br>ie, i-e, y<br>ow, o-e, o, oe<br>Tricky words to include: their, people, Mr, Mrs, looked, called, asked, water where, who, again  |  |
|   |  | <b>Trips and Visits</b><br>Visit to The Lowry as part of our History topic - J.10.25   |  | <b>Online Safety</b><br>Rules for keeping safe online. Copyright & ownership.   |  |

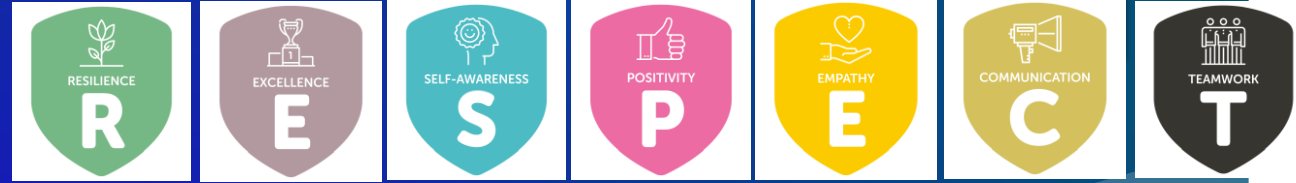


- Shared with parents at the start of each learning block to give you an overview of your child's learning
- As we are always striving to improve our curriculum, changes have been made this year to streamline the content we wish for children to know and remember – there will be less on the 'knowledge jigsaws'
- What is listed on the 'knowledge jigsaws' is the key learning for each step of a topic
- Our curriculum is still challenging and lessons remain knowledge and discussion rich
- These changes are in-line with recommendations from the DFE Curriculum and Assessment Review, published May 2025.
- New PSHE curriculum which will cover relationships and sex education throughout the whole school year – you have got the right to withdraw your child.

| Knowledge Jigsaw<br>Year 1 PSHE –<br>What is the same and different about us?<br>Block A   |  |   |
|--|--|---|
| <b>What we already know</b><br>We know how to make others feel welcome.<br>We can think about everyone's right to learn.<br>We know how to show care towards other people's feelings.<br>We know how to work together.   | <ul style="list-style-type: none"> <li>Understanding the concept of being good at something</li> <li>Being "good at" something means finding it easy or enjoyable, or doing it well.</li> <li>Respecting difference.</li> </ul>  | <ul style="list-style-type: none"> <li>What makes them special and how everyone has different strengths</li> <li>Being good at something means you can do it well or enjoy doing it</li> <li>Everyone is good at different things</li> <li>We can get better at things with practice and help</li> </ul>  |
| <ul style="list-style-type: none"> <li>How their personal features or qualities are unique to them</li> <li>Everyone's body looks a little different and that's completely normal</li> <li>People can share some qualities, but the combination that makes up you is unique</li> <li>Everyone has their own mix of features, abilities, and qualities that make them special.</li> </ul> | <ul style="list-style-type: none"> <li>How they are similar or different to others, and what they have in common</li> <li>Children will learn that people can share many things in common, such as likes, feelings, experiences, or family life</li> <li>Children will understand that everyone is different in appearance, interests, abilities, and personality</li> </ul> | <ul style="list-style-type: none"> <li>To use the correct names for the main parts of the body, including external genitalia, and that parts of bodies covered with underwear are private</li> <li>Children learn the correct anatomical accurate names for main body parts (e.g. head, arms, legs) including external genitalia (e.g. penis, vulva)</li> <li>Children learn that the parts of the body covered by underwear are private</li> </ul> |



# Personal Development



**Year 1 Curriculum - Block A**

**Personal Development**

**No Outsiders**  
Elmer - To like the way I am.

**PSHE**  
What is the same and what is different about us?

**Wider Curriculum Clubs Available**  
Misspells, Wits, Chess, Art Club, Drama, Cookery, Tag Rugby, Dodgeball, Music Squad.

**Trips and Visits**  
Visit to The Lowry as part of our History topic - 2.10.25

**Online Safety**  
Rules for keeping safe online  
Copyright & ownership

**English**  
Inspirational Text  
Class Story  
Genres for writing:  
Narrative - sentences about events  
Lists  
Recount  
Non-chronological report - facts  
Within writing, Year 1 will be focusing on:  
-Orally recounting past events using the past tense.  
- Writing sentences with a noun and a verb  
- Using adjectives to form a noun phrase.  
- Using capital letters and full stops correctly.  
- Beginning to identify when words are missing in a sentence.  
-Writing the days of the week with a capital letter.  
**Poetry**  
The poem Year 1 are studying and learning to recite this half term is 'Swing' by Robert Louis Stevenson

**Maths**  
Numbers within 10  
Sorting objects  
Counting objects to 10  
Representing numbers to 10  
Counting objects from a larger group  
Counting on from any number  
Counting backwards from 10 to 0  
One more and one less  
Comparing numbers and groups  
Greater than, less than and equal to symbols < > =  
Ordering numbers using a numberline  
Part whole within 10  
Parts and wholes  
The part whole model  
Writing number sentences  
Fact families  
Number bonds to 10  
Addition within 10  
Adding together  
Adding more  
Addition problems  
Finding the missing number  
Mental Maths  
- Counting 2s  
- Number bonds to 5  
- Number bonds to 10

**Science**  
The Year 1 science topic is Animals including humans. Children will learn about the classification of animals.  
Every half term we will also learn about the different seasons.

**Art**  
Looking at paintings by LS Lowry and re creating them using and experimenting with pencil marks, oil pastel and wax crayon.

**History**  
Year 1 will be completing a significant individual study. The children will be studying L. S. Lowry.

**RE**  
Does God want Christians to look after the world?

**PE**  
The children will be learning Dance and Fundamental P.E Skills in their P.E lessons in Block A

**Computing**  
Year 1 will be learning about computers and how they work.  
Children will be exploring and experimenting with an app called Paintz.

**Phonics**  
In the first week, any gaps in phonic knowledge will be assessed and retaught.  
From week 2, children will begin to learn the alternative sounds from phase 5.  
These are:  
wh, ph  
ay, a-e, igh, ey, ei  
ea, e-e, ie, ey, y  
ie, i-e, y  
ow, o-e, o, oe  
Tricky words to include:  
their, people, Mr, Mrs, looked, called, asked, water where, who, again

**Ashdene**

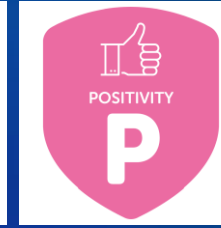
## Within the curriculum

- Weekly 'Vote for schools' and 'Picture News' assemblies
- Pupil voice voting
- RESPECT sessions
- Music performance for families
- Weekly PSHE lessons
- No Outsiders lessons
- Opportunities for roles within Pupil Leadership teams
- Safety workshops

## Specific to Year 1

- Visits linked to careers
- Trips – History (Block A), Geography (Block B & F),
- Sporting events including sports day
- Show and Tell for achievements and celebrations
- Parent helpers for DT projects

# Homework



Online homework tasks are set each Friday

| Maths                           | English   |
|---------------------------------|---|
| MyMaths.com (weekly)<br>Numbots | SPaG.com (fortnightly)<br>Practise spellings<br>Read for at least 20 minutes each day |

- Online homework (Maths and SPaG) will be checked by teachers
- Set this week, Maths done by next Friday 12<sup>th</sup>, SPaG done by 19<sup>th</sup>
- Teachers will regularly check in with reading progress
- Spelling test each Friday starting week 3, (handed out week 2)
- We expect parents to support us and ensure homework is completed. If children are not completing their homework tasks, including spelling and reading, parents will be contacted

# Logins



- ▶ Logins remain the same each year.
- ▶ All children will bring home their logins for these platforms in week 2.



# How to help at home



How to help at home documents are available on class page of school website.

Repeated practice of fundamentals (i.e. x tables and reading) helps secure depth of understanding.

## Year 1 Expectations

- Children should be able to count in 2s, 5s and 10s by the end of Year 1.
- Read for 30 minutes each day (at least 20 at home)
- Re-read books, practising reading fluently, aloud
- Spellings are practised regularly
- Homework is completed, with care, focus and on-time

**How to help at home: Year 1**

**Maths**

**Tips & strategies:**  
Counting, counting, counting! Wherever you can! This will really secure your child's number fluency of the number system and support them with place value.  
**Counting games/tips**  
- Climbing the stairs to bed – count in 1s, 2s, 5s, 10s  
- Will we reach 100 by the time you have brushed your teeth?  
- How many steps do we walk on the way to school?  
- Pick a number between 1-10 and count up to  
- Rocket take off – count down from 10 to see who can get in to the car! get dressed/get their shoes on the quickest.

**Numbers in our world**  
Look out for numbers wherever you can and discuss the digits with your child e.g. number 23 on your road (or any other house or car!) ask your child 'what is that number?' 'How do you know?' encourage them to tell you the value of the digits eg the 2 digit is 2 tens (20) and there's 3 ones – so the number is 2 tens and 3 more – 23!

**Games:**  
**Counting your steps** as you go from one room to another, which room is the furthest away from your bedroom? Can you count the steps?  
**I am thinking of a number** game 'I am thinking of a number, it is one more than 9 and one less than 11, what is my number?'  
**Ping pong counting:** Agree on what kind of voice you are going to do to count eg mouse, robot, whisper, giant voice and count alternate numbers child starts '1', adult '2' etc. You can do this game counting in 2s, 5s, or 10s  
**Bath time fun!** If your child has goggles and likes going for a 'swim' at **bathtime** (or alternatively play this at swimming!) ask them to go under water and count your fingers!

**Websites:**  
<https://www.topmarks.co.uk/>  
A website full of amazing interactive games that we use right here in school! (There's also not just Maths, there is a whole range of subjects!) We use this a lot in class!  
<https://www.primarygames.co.uk/pg2/splat/splatort00.html>  
Splat square is extremely effective for consolidating counting up in numbers and time tables. It is a great tool for spotting number patterns – children can look closely at the tens and ones in numbers up to 100. It is also useful as a resource to support addition and subtraction within one hundred. (Top tip – turn the sound up when you splat!)

**Mental fluency**  
Throughout the year, your child's homework will focus on different mental strategies. Please continue to support this by giving your child different calculations and asking them which strategy they would use and why in order to solve the answer.

**MA1: Multiplication Calculation**  
 $16 + 9 = 25$   
 $15 + 10 = 25$

**MA2: Round & Adjust**  
 $45 + 9 = 54$   
 $45 + 10 = 55$   
 $55 - 1 = 54$

**MA3: Partitioning**  
 $8 + 6 = 14$   
 $8 + 2 = 10$   
 $10 + 4 = 14$

**MA4a: Counting On**  
 $12 + 5 = 17$

**MA4b: Counting On**  
 $57 + 10 = 67$

**MA5: Double & Adjust**  
 $5 + 6 = 11$   
 $5 + 5 = 10$   
 $10 + 1 = 11$

**MA6: Number Bonds**

**Spelling**

**Phonics:**  
Children have been taught the Phase 3 sounds in Reception. Children will be learning Phase 5 sounds in Year 1, and so practicing spelling words with these sounds at home would be useful.  
Phonics Bug has lots of books which we are assigning to the children each week. These relate to the sound that we have covered that week. These will be online and we will set comprehension activities related to these books too.  
Google search: 'Phase 3/5 sound mats' to find similar resources like those pictured here.

**Typical Strategies:**  
- LOOK, SAY, COVER, WRITE, CHECK  
- Pyramid words (build words up a letter at a time e.g. if spelling the word cat: c  
ca  
cat)  
- Rainbow words (using colours to help spell can make parts of words memorable. Children can write words in different colours or choose one colour and then go over the words repeatedly with other colours etc.)  
- Create a mnemonic (for example to help remember 'quid' in 'could' – gh you lucky duck)  
- Write the words in sand, bubbles in the bath etc.  
- Children are expected to spell the 100 Year 1 High Frequency Words by the end of the year.  
- Use magnetic letters to spell the words  
- Play hide and seek with words or letters – can the children find all of the post-its? Can they make a word with the letters?

**Writing, grammar and punctuation**

**Typical Strategies:**  
- Children need to be able to form letters accurately and use handwriting lines effectively.  
- Children need to be able to confidently verbalise their ideas for writing before being expected to take pencil to paper.  
- Children need to be able to recount events in the past tense.  
- Special notepads/diaries/pencils/pencil toppers can be great incentives to promote a positive attitude towards (and love for) writing.  
- Children need to be able to write simple sentences with correct punctuation accurately.  
- Children should be able to recognise when words are missing from sentences and edit them accordingly.  
- Children should be able to use noun phrases to describe e.g. Tall tree.

**Websites:**  
<https://www.onceuponapicture.co.uk/>  
A lovely website full of inspiring images to help inspire minds and respond to thought provoking questions. This website is also wonderful for developing comprehension and can be used to develop oral skills.  
<https://www.pobble365.com/>  
As above, this website has a photograph for every day of the year and has so many fantastic resources to inspire children's writing and written responses.  
<https://www.literacyshed.com/home.html>  
An inspiring website full of short videos to inspire and engage. Each video comes with a selection of follow up questions and activities that are perfect for promoting a love of writing.

**Reading**

**Typical Strategies:** Embed a feeling of excitement around reading; it should not be a chore!  
- Read with the children as often as possible. This does not need to be the children reading all the time. It can be you reading to them and discussing books. Ensure that they understand new vocabulary and discuss possible options.  
- Choose a special designated place to read. Somewhere it can just be you two reading together.  
- You don't need to read the entire book every night. Look at the 'comprehension skills' section before to find out some more!  
- Ask the children to read the shopping list or price labels at the supermarket.

# Reading

- ▶ We want all children to be **fluent readers and develop a love for reading**.
- ▶ Fluency is reading with pace, expression, intonation and reading for meaning.
- ▶ Children are exposed to reading every day in school.
- ▶ They should all have a reading book which they bring in each day and take home each evening.
- ▶ All children are expected to read for at least **20 minutes at home**, every day
- ▶ Access to BugClub – Log in

# Parent engagement

| What  | Why  | When   |
|---|--|--|
| Curriculum overviews and knowledge jigsaws shared for each learning block | You know what your children are learning   | At the end of each learning block  |
| Weekly school newsletter  | Information about events, important information, personal development of our pupils and photos of what each year group have been up to   | Weekly   |
| Interim reports and books shared  | Sent home prior to parents' evenings so you are informed about your child's academic progress<br>An opportunity to talk through learning with your child and celebrate the pride they have in their work | 17 <sup>th</sup> October<br>27 <sup>th</sup> February                                |
| Parents' evenings   | An opportunity to discuss progress and personal development  | 22 <sup>nd</sup> -23 <sup>rd</sup> October<br>4 <sup>th</sup> -5 <sup>th</sup> March |
| Parent lunches  | An opportunity to join your child's year group for lunch and engage in discussion  | Thursday 19 <sup>th</sup> March  |
| Parent Open Sessions  | An opportunity to walk around school and see learning in action. Each session will have a different subject focus.   | Throughout the year  |
| Invitations to celebration assemblies                                     | An opportunity to celebrate with your child when they receive an award   | Individual invites will be sent to families of weekly winners                        |
| Support with visits out   | To support the school with safeguarding and enjoy new experiences together   | Throughout the year  |

# Year 1 Key Dates

| Whole-school dates    |  | Year group specific dates |   |
|-----------------------|--|---------------------------|---|
| Parents' evenings     | 22 <sup>nd</sup> -23 <sup>rd</sup> October 2025<br>4 <sup>th</sup> -5 <sup>th</sup> March 2026 | Planned Trips and Visits  | <b>Lowry Museum</b> Friday 3 <sup>rd</sup> October<br><b>Local walks – town and country</b><br>12 <sup>th</sup> November<br>19 <sup>th</sup> November<br>26 <sup>th</sup> November<br><b>STEM workshop – in school</b><br>Learning Block C<br><b>Beach trip</b> – awaiting confirmation<br>26 <sup>th</sup> June 2026 |
| Individual photos     | Monday 10 <sup>th</sup> November 2025  |                           |   |
| KS1 Panto – Lowry     | Wednesday 17 <sup>th</sup> December 2025   |                           |   |
| Christmas performance | Tuesday 16 <sup>th</sup> December 2025   | Music performances        | Wednesday 24 <sup>th</sup> June   |
| Sports Day            | Friday 15 <sup>th</sup> May 2026   | Parent lunch              | Thursday 19 <sup>th</sup> March   |
| Swimming lessons      | May 2026 – details closer to the time  |                           |   |