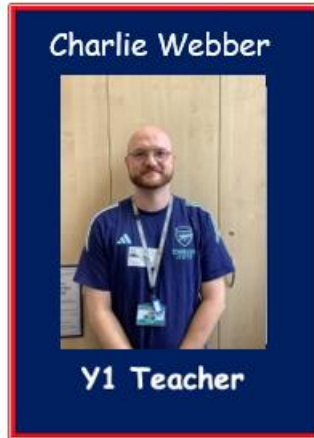


Welcome to Year 1

Thursday 9th July 2026

The Y1 Team

Class 3



Monday and Tuesday



Wednesday, Thursday and Friday

Class 4



Monday and Tuesday



Wednesday, Thursday and Friday

Teaching Assistants

Jenna Palmer



Teaching Assistant

Class 3

Carron Woodhead



Teaching Assistant

Class 4

Mrs Palmer and Miss Woodhead are classroom based teaching assistants.

The aim of this PowerPoint is to provide you with as much information as we can about Year 1. We know that many of you will have no experience of what happens in Year 1 and what the children will be doing.

On Monday 13th July there will be an opportunity for parents to come and see the Year 1 classes after school.

A Typical Day

Children will have access to some continuous provision, for the first half term. The following slides explain what a typical day in Year 1 looks like and we aim to work towards this as the children come in to school.

The school day starts at 8:50am and finishes at 3:20pm. The children will need to arrive and line up on the playground outside the mobile classrooms from 8.40am please.

Mornings

- Morning Work - short simple task as the children come in.
- Literacy- small group work
- Numeracy- small group work
- Phonics - Daily

It is important that you arrive on time for the doors opening at 8:40am. The morning work allows children to settle in and for staff to check in with the children as well as complete the dinner register and travel tracker.

Afternoons

- Shared Reading
- Reading 1:1 or in small groups
- Handwriting
- Maths facts session
- Topic Work including:
History/Geography/Art/D&T
- Science
- PSHE and circle time sessions
- RE
- PE
- Music/Singing
- Computing

Morning Routines

- ▶ Children will need their book bag and water bottle every day.
- ▶ Children will be greeted outside by their class teacher and enter the mobile where the Teaching Assistant will be inside to greet them.
- ▶ There will be a morning work activity for the children to do as they come in.

We want the children to be as happy and independent as possible. Please send your child in Velcro shoes / trainers if they cannot tie laces and ensure they are able to put on and fasten up their own coat. Obviously we are here to help if needed but it is easier and better for the children if they can do these things themselves.

Literacy in Y1

We **immerse** the children in the book or text type we are using through role play, story telling and drama.

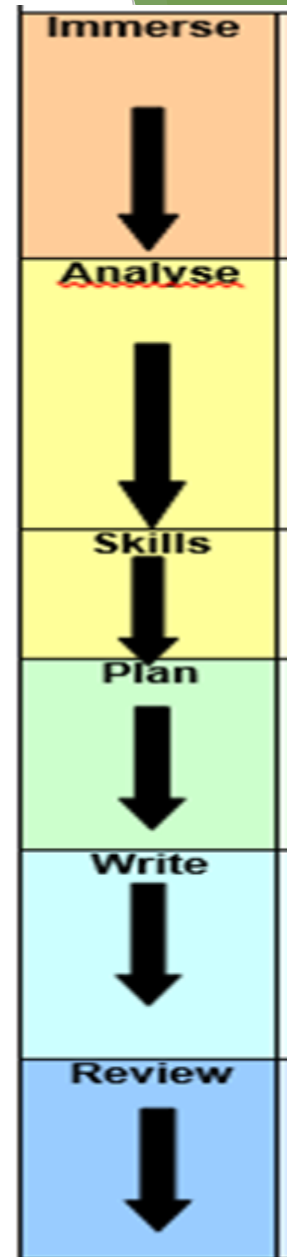
We **analyse** the features of the text type we are learning about.

Then we teach particular **skills** the children will need for that text type.

Then children **plan** their piece of writing.

Next children **write** their piece before **editing and reviewing** it.

This is a process we work towards. We do not expect children to do this straight away



How can I support my child's literacy learning?

- Give a purpose, let them write lists, labels, messages and greetings without copying and praise their attempts at independent writing
- Be sensitive and listen to what they say
- Talk about their writing
- Let them see you writing
- Encourage them to feel proud of their work.
- Encourage them to 'have a go' and take risks.
- Read stories and explain or pick out new or interesting vocabulary and phrases.
- Help them to learn the spellings of the Year 1 common exception words.

Reading in Y1

Shared Reading

We teach the children how to understand a book and a range of comprehension skills such as inference and prediction. We focus on a book for a half term.

Reading

In small groups we focus on fluency, expression and reading for meaning.

Phonics

Children are taught in small groups to be able to read sounds and apply these skills into their reading. We also teach children about spelling patterns in order for them to use them in their writing independently.

Maths in Y1

Autumn Term

Number and Place Value
(within 10)

Addition and Subtraction
(within 10)

Shape

Spring Term

Number and Place Value
(within 20)

Addition and Subtraction
(within 20)

Number and Place Value
(within 50)

Length and Height

Capacity and Volume

Summer Term

Mass and Weight

Multiplication
and Division

Fractions

Position and Direction

Number and Place Value
(within 100)

Money and Time

Maths in Y1

There is a strong emphasis on developing instant recall of number facts.

These are called KIRFs (Key Instant Recall Facts).

Autumn 1	Recall addition and subtraction of 1 within 10. (i.e. $4 + 1$ and $6 - 1$)
Autumn 2	Recall addition and subtraction of 2 within 10. (i.e. $5 - 2$ and $7 + 2$)
Spring 1	Recall addition and subtraction of 3 within 10. (i.e. $5 - 3$ and $8 - 3$)
Spring 2	Recall all the addition and subtraction bonds to 10. (i.e. $4 + 6$ and $10 - 1$)
Summer 1	Recall doubles and halves to 10. (i.e. $2 + 2$ and $4 + 4$)
Summer 2	Recall near doubles and halves to 10. (i.e. $4 + 3$ and $5 + 4$)
Number formation	Correctly form digits 0-9

Steps of learning

The children are introduced to new concepts in a three stage approach (C-P-A) to help scaffold their learning.
The children may go back a forth in this process.

Concrete
'doing'

The children begin by using objects to help them learn in a more familiar way.

Pictorial
'seeing'

The children then use models and images to help them make links.

Abstract
'symbolic'

Finally the children move onto use just numbers and abstract symbols.

The way we teach maths is the same across the whole of
KS1

Key End of Y1 Targets:

-Count forwards and backwards to/from 100 from any given number.

-Given a number identify 1 more and 1 less.

-Count in 10's to 100, 5's to 50 and 2's to 20.

-Write numbers in numerals and words 0-20.

-Instant recall of number bonds and related subtraction facts within 10

-e.g $8 + 2 = 10$

$10 - 2 = 8$

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

How can I support my child's math's learning?

- Number formation 0 - 9
- Counting objects and pictures reliably
- Counting forwards and backwards to/from 100 from different starting points
- Recognition of numbers to 100
- Instant recall of number bonds to 10 and within 10

$$2 + 3 = 5 \quad 5 - 3 = 2$$

$$9 + 1 = 10 \quad 10 - 1 = 9$$

- Counting in multiples of 10's, 5's and 2's

10, 20, 30 ...

5, 10, 15 ...

2, 4, 6...

PE in Y1

We know the importance of children being active throughout the day. Active children do better in every possible way. They perform better in school and physical activity can increase levels of concentration.

Each week we focus on developing fundamental skills such as ball skills, balance and co-ordination. Children also take part in gymnastics and dance lessons.

We aim to be active throughout the day as children learn best after physical activity. Each day we will do Active 10 challenges. This is 10 minutes of physical activity and can include following a zumba session, a Go Noodle dance routine or playing an active game.

PE days will be confirmed in September.

- Children will need to come to school wearing leggings / joggers and a polo shirt type top on PE days. They will also need to wear suitable footwear such as trainers.
- **No jewellery please** - earrings must be taken out not taped up! If children do wear earrings they must be able to take them out and put them in by themselves.
- Long hair to be tied up.
- If your child has a verruca they are to wear socks and shoes (trainers or pumps).

Science in Y1

In Science we will be learning about the importance of asking questions, gathering evidence, carrying out experiments and looking at different ways of presenting results. Sessions are practical and will focus on the world around us. We cover some of our science learning during Forest School.

Children will be looking at:

- Everyday materials
- Animals including humans
- Plants

Theme Weeks

Throughout the year we have theme weeks to support and embed learning for certain subjects.

This year the children took part in:

Puppets week – the children learnt how to make a hand puppet!

Healthy week - the children explored all the ways we can stay healthy and made fruit kebabs!

Educational Visits

We are hoping to have the following workshops and educational visits but this is only possible if we receive voluntary contributions from families.

Autumn – Toy workshop (in school)

Spring – Yorkshire Wildlife Park

Summer – Wonderdome visit (in school)

Forest Schools in Y1

Forest School will continue, in Year 1 and this takes place in the Spring Term. This takes place all day on a Friday for five weeks. The children will continue to develop their knowledge of the outdoors as well as their scientific, DT and art skills. They will learn to work in a team and problem solve.

Class 3 - will begin their Forest School learning in January

Class 4 - will begin their Forest School learning after February half term

Home Reading

Little and often is the best approach. Children who regularly read at **least 5** times a week and are read to on a regular basis make the most progress each year. When reading with your child it is important to encourage fluency and questioning of the text.

Children are given a reading diary that we ask you to write in to show when they have read at home. These are handed into school to be marked **every week on a Monday**

Reading books will be changed on **Mondays** too. Children will only get new books if old ones are returned into their tray. They will get 2 phonetically decodable books (RWInc) which they should practise reading as often as possible. The children will also get a book for pleasure (a coloured book). Children will also have access to the online website Oxford Owl.

Curriculum Planners, Knowledge Builders & Home Learning

Curriculum planners can be found on the school website and google classroom pages. This will provide details of what we will be covering and how you can help your child at home.

Knowledge builders can also be found on the school website and google classroom for Science and Topic for you to look through and discuss with your child.

Spelling and maths home learning will be put on Google Classroom each Monday. This can be completed in their home learning books and handed in on a **Monday**. We will also be doing weekly practice of number formation, counting and spelling quizzes and half termly maths fact quizzes with the children.

Please practise with your child as it consolidates the learning in school.

Year 1 – Toys Knowledge builder

Key History Vocabulary and Artefacts:

Chronological Order – A way of arranging actions, events or things according to the time they occurred.

Timeline – A line that shows the order in which related events happened.

Sequence of events – The time order in which something of importance takes place.

Artefacts – Objects of cultural or historical interest.

Past – A period of time that has happened.

Present – The period of time happening now.

Similarities – A likeness between objects, ideas or experiences.

Differences – Objects, ideas or experiences that are not like each other. The opposite of similarities.

Old – Belongs to the past.

New – Recently been made.

Now – At the present time or moment.

Compare – Look at the similarities and differences between objects, ideas or experiences.

Old Toys



New Toys



Fabulous Facts:

Differences between old toys and new toys:

Materials:

Old toys were usually made from wood, glass, porcelain and types of metal called tin and lead. New toys are usually made from plastic, foam, rubber and a type of fabric called nylon.

Technology:

Old toys only ran by a wind up mechanism called clockwork.

New toys have batteries, electronic speakers, screens and some can access the Internet.

Manufacture:

Old toys were mostly manmade. This meant that they took a long time and cost a lot of money to make. It also meant that fewer toys could be made. New toys are mass produced by machines in factories. Lots of new toys are made from plastic. Plastic is much cheaper to use. It can be melted and poured into moulds so lots of toys can be made at the same time. This makes the toys much quicker to make too.

Safety:

Old toys could have sharp edges and were often made from unsafe materials. All new toys have to follow strict rules to make sure they are very safe.

Did you know...

The first Teddy Bear was named after the US president Theodore (Teddy) Roosevelt.



In 1902 the Steiff Bear was made. They were made out of mohair and stuffed with wood shavings. The arms and legs could be moved.

Year 1 Science: Everyday Materials Knowledge Builder

Materials are the substances that objects are made from. We use a wide range of different materials such as metal, plastic, wood, glass, rock and fabric. We will be learning to explain the difference between a material and an object. We will describe different materials and look at their properties.



Metal is a material which is used to make objects such as forks. Metal is shiny and stiff.

Everyday Materials:

Wood – a hard material that forms the branches and trunks of trees.

Plastic – a man-made material that can be shaped when soft into many different forms.

Glass – a hard, transparent material, used to make windows and bottles.

Metal – a material that is generally hard and strong.

Rock – the dry solid part of the earth's surface.

Paper – a thin piece of material often made from wood.

Fabric – cloth or material used to make items such as clothes.

Plastic is a material which is used to make objects such as bottles and toys. Plastic is waterproof.



Wood is a material which is used to make objects such as chairs. Wood is hard.



Properties of materials:

Hard – solid and firm to touch.

Soft – will move with touch and pressure.

Stretchy – capable of being stretched.

Stiff – difficult or impossible to bend or flex.

Shiny – bright or glossy in appearance.

Dull – not bright, shiny or clear.

Rough – has an uneven surface.

Smooth – has a flat, even surface.

Bendy – flexible.

Waterproof – does not let water through.

Absorbent – able to suck up a liquid.

Opaque – light does not pass through.

Transparent – allows light to pass through.

Our investigation!

Everything is made up of materials. When we want to make something, we need to choose the best material for the job. We will be investigating different materials to find out which would make the best bridge. We will make a prediction, carry out the investigation and discuss our conclusion.

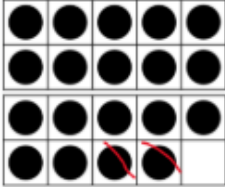
Year 1 Spellings

Week commencing: 5th May 2026

	Mild –
Common Exception Words	
push pull full house our	
	Spicy –
o-e words	
phone bone globe broke home	
	Hot –
Can you put these words into a sentence?	
You can choose the mild or the spicy words.	
Example: My bottle is <u>full</u> . The dog has a <u>bone</u> .	

Year 1 Maths

Week commencing: 3rd March 2026

Task 1 Can you solve these calculations using a tens frame?
$18 - 5 =$ $13 - 6 =$ $11 - 7 =$
example $19 - 2 = 17$ 
Task 2 Can you write all the number bonds to 10 systematically?
Example $0 + 10 = 10$ $1 + 9 = 10$
Task 3 What is the same and what is different about these number facts?
Example <u>'They all have the 7 digit in them.'</u> 7 + 3 = 10 17 + 3 = 20 20 = 7 + 13

Attendance

How does attendance affect learning?

PERSISTENT ABSENTEE			SCHOOL TARGET
Below 90%	Below 93%	93-96.1%	96.2% and above
At least 4 weeks or more of missed learning!	Nearly 3 weeks of missed learning	2-3 weeks of missed learning	Best chance of success
Your child's poor attendance has a significant impact on learning.	Your child may be at risk of underachieving and may need extra support from you to catch up with work.	Your child may have to spend time catching up with work.	Your child is taking full advantage of every learning opportunity.
Your child is a 'persistent absentee' and will be monitored by the Local Authority. You may be asked to meet with a School Governor and Local Authority representative.	At this level, school will closely monitor attendance. You may be asked to meet with school staff to discuss any concerns.	Attendance at this level is a cause for concern and school may send out letters or ask to meet with parents.	At this level of attendance, there is no cause for concern.
You are at risk of prosecution.	We may involve the Local Authority if absence persists.		



Reminders...

- Please put your child's first name and surname in **all** their belongings. This is very important!
- If you think your child may need a change of clothes for any reason please either send a named bag to school which can stay on their peg, or put clothes in their book bag.
- Arrive at school on time at 8:40am so that children feel settled and ready to learn. We always have a busy exciting day planned and need to get started straight away.
- If someone other than yourself is collecting your child please email or speak to the class teacher. If this is on a regular basis please let the class teacher know in September.
- Please encourage your child to be independent where possible for example zipping up their own coat or fastening their shoes.

We know that there is a lot of information here. If you have any questions or queries please feel free to email us. We also love to hear about your child's achievements outside of school too so please send us any photos of what they get up to so we can share these with the class!

Class 3 -

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Class 4 -

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We look forward to working with your children in September!