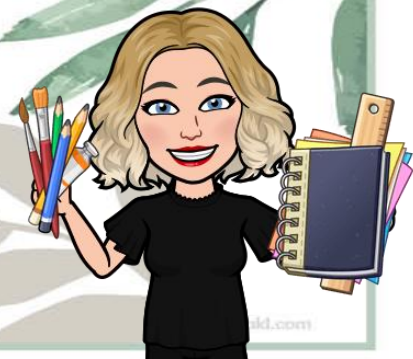
Year 1

2026-27

Year 1 Team

Mrs Summersby is supported by
Mrs Kakwani (am) and Miss English (pm).

Mrs McLeod will teach the children on a
Tuesday and Wednesday afternoon.



Transition Rec- Year 1

We aim to make transition from Reception to Year 1 as smooth as possible.

Children will still learn through play , exploration and experience.

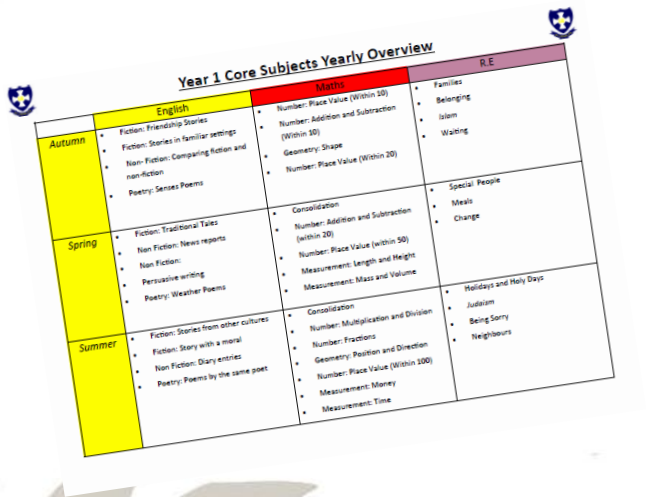
ALL LINKED/WORKING TOWARDS TO NATIONAL CURRICULUM OBJECTIVES

This helps children to develop socially as well as academically.

More formal learning does take place and increases as we progress through the year.

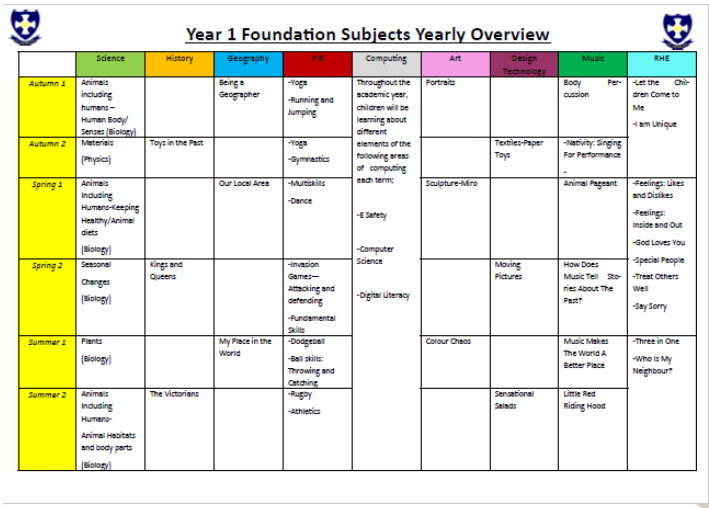
Curriculum

The Year 1 curriculum is, where possible, practical, interactive and fun. There are many opportunities for speaking and listening and creativity. An overview of learning for the year can be found on website although this is currently being updated.



Year 1 Core Subjects Yearly Overview

	English	Maths	R.E
Autumn	• Fiction: Friendship Stories • Fiction: Stories in familiar settings • Non- Fiction: Comparing fiction and non-fiction • Poetry: Senses Poems	• Number: Place Value (Within 10) • Number: Addition and Subtraction (Within 10) • Geometry: Shape • Number: Place Value (Within 20)	• Families • Belonging • Islam • Waiting
Spring	• Fiction: Traditional Tales • Non Fiction: News reports • Non Fiction: • Persuasive writing • Poetry: Weather Poems	• Consolidation • Number: Addition and Subtraction (within 20) • Number: Place Value (within 50) • Measurement: Length and Height • Measurement: Mass and Volume	• Special People • Meals • Change
Summer	• Fiction: Stories from other cultures • Fiction: Story with a moral • Non Fiction: Diary entries • Poetry: Poems by the same poet	• Consolidation • Number: Multiplication and Division • Number: Fractions • Geometry: Position and Direction • Number: Place Value (Within 100) • Measurement: Money • Measurement: Time	• Holidays and Holy Days • Judaism • Being Sorry • Neighbours



Year 1 Foundation Subjects Yearly Overview

	Science	History	Geography	P.E	Computing	Art	Design Technology	Music	RHE
Autumn 1	Animals including humans – Human Body/ Senses (Biology)		Being a Geographer	-Yoga -Running and Jumping	Throughout the academic year, children will be learning about different elements of the following areas of computing each term: -E Safety -Computer Science -Digital Literacy	Portraits		Body Percussion	-Let the Children Come to Me -I am Unique
Autumn 2	Materials (Physics)	Toys in the Past		-Yoga -Gymnastics			Textiles-Paper Toys	-Nativity: Singing For Performance	
Spring 1	Animals including Humans-Keeping Healthy/Animal diets (Biology)		Our Local Area	-Multiskills -Dance		Sculpture-Miro		Animal Pageant	-Feelings: Likes and Dislikes -Feelings: Inside and Out -God Loves You -Special People -Treat Others Well -Say Sorry
Spring 2	Seasonal Changes (Biology)	Kings and Queens		-Invasion Games—Attacking and defending -Fundamental Skills			Moving Pictures	How Does Music Tell Stories About The Past?	
Summer 1	Plants (Biology)		My Place in the World	-Dodgeball -Ball skills: Throwing and Catching		Colour Chaos		Music Makes The World A Better Place	-Three in One -Who Is My Neighbour?
Summer 2	Animals including Humans-Animal Habitats and body parts (Biology)	The Victorians		-Rugby -Athletics			Sensational Salads	Little Red Riding Hood	

twinkl.com

Curriculum

- RE
- Maths
- English
- Science
- Computing
- PSHE/RHE
- Art
- D&T
- Music
- History
- Geography

English

We cover a range of genres and focus on SPaG to ensure a sound grammatical knowledge.

Handwriting

We follow Letterjoin Handwriting Scheme in school.

Children have begun their Letterjoin lessons and we are keen to encourage the highest possible standard of presentation, embedding correct formation and fluency from the Early Years upwards.

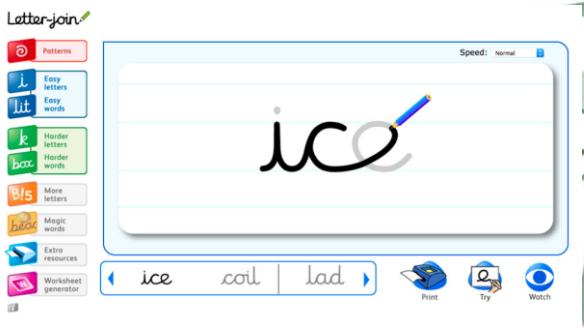
Alongside their handwriting lessons in school, children are able to access the programme at home by downloading the Letterjoin app for their tablet or by visiting letterjoin.co.uk

Children will be encouraged to use the programme at home as part of their homework, playing some of the interactive games or practising their harder to read and spell words.

Home log in details

Username-kh12529

password-'home' or if using a tablet an L swipe



Maths

We follow White Rose Maths which is based on a mastery approach to ensure a deep understanding of mathematical concepts.

RE

The Way
to know you
more clearly

This year, we are beginning to introduce <u>The Way.</u>
The RE Curriculum, developed by the Diocese of Hexham and Newcastle in response to the new Religious Education Directory.
The curriculum places Scripture at the heart of learning and helps children deepen their knowledge of the Catholic faith, develop a relationship with God, and understand how faith can guide their daily lives.

RE

The Way to know you more clearly

Through engaging lessons, prayer, reflection and discussion, children will explore key teachings of the Church and grow in their understanding of what it means to live as followers of Jesus. We look forward to working with parents as we embark on this exciting journey of faith together.

Relationships and Health Education and Personal Social Health Education

We continue to follow the diocesan recommended programme for RHE , which is called 'Life to the Full Plus'. It is produced by a company called Ten: Ten, whose resources we use for our daily classroom prayer.

This scheme of work covers the both the PSHE and RHE National Curriculum objectives, delivering key messages about themes such staying healthy, positive relationships and online safety in an age appropriate way and in line with the teachings of the Catholic church.

This year, there has been an update to the RHE/PSHE statutory guidance, therefore some new lessons and units of work have been added to the pathway for each year group. To ensure clear progression, some lessons may have changed year groups within phases too. These have been highlighted on a updated curriculum overview which is available on our website.



Year 1		
Autumn	Spring	Summer
-Let The Children Come to Me (Mod1 Unit 1 Story Sessions) -God Loves You (Mod2 Unit 1.1) -Special People (Mod2 Unit 2.1) -Treat Others Well (Mod2 Unit 2.2) -And Say Sorry (Mod2 Unit 2.3)	-Good Secrets and Bad Secrets* (Mod2 Unit 4.1) -Physical Contact* (Mod2 Unit 4.2) -Harmful Substances (Mod2 Unit 4.3) -Can You Help Me? (Part 1 and 2) (Mod2 Unit 4.4 and 5)	-Three in One (Mod3 Unit 1.1) -Who Is My Neighbour? (Mod3 Unit 1.2) -The Communities We Live In (Mod3 Unit 2.1) -Who Will I Be? (Mod3 Unit 2.2)

PSHE curriculum specific content Year group change Parents to be informed *statutory requirement *Parents may wish to view materials online*

Controversial or sensitive issues

We would like to reassure parents that we are aware of the sensitive issues and questions that may arise as part of the teaching of this subject.

Our RHE policy dictates that staff would deal with these issues in a sensitive and age appropriate manner, in line with the teachings of the Church.

Parents would be informed of any questions posed or follow up conversations they may need to have with children at home and (where appropriate) any safeguarding issues that may arise in light of lessons taught.

For more information regarding Relationship and Health Education, please visit the RHE section on the Curriculum Tab of our website.

twinkl.com

Assessment and Feedback

Assessment criteria taken from the National Curriculum and age related objectives are on the website.

Year 1 English Subject Map:WRITING

Fiction: Friendship Stories Fiction: Stories in familiar settings Non- Fiction: Comparing fiction and non-fiction Poetry: Senses Poems	Fiction: Traditional Tales Non Fiction: News reports Non Fiction: Persuasive writing Poetry: Weather Poems	Fiction: Stories from other cultures Fiction: Story with a moral Non Fiction: Diary entries Poetry: Poems by the same poet

AGE RELATED EXPECTATIONS

	Writing transcription : Spelling		*Writing: Transcription Handwriting*		*Writing: Composition*		*Writing: Vocabulary, Grammar and Punctuation*
Phonics and Spelling Rules	1.To know all letters of the alphabet and the sounds which they most commonly represent. 2. To recognise consonant digraphs which have been taught and the sounds which they represent. 3. To recognise vowel digraphs which have been taught and the sounds which they represent. 4. To recognise words with adjacent consonants. 5.To accurately spell most words containing the 40+ previously taught phonemes and GPCs. 6. To spell some words in a phonically plausible way, even if sometimes incorrect.	*Letter formation, Placement and Positioning*	To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency. To sit correctly at a table, holding a pencil comfortably and correctly. To form digits 0-9. To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.	*Planning, Writing and Editing*	20.To say out loud what they are going to write about. 21.To compose a sentence orally before writing it. 22.To sequence sentences to form short narratives. 23.To discuss what they have written with the teacher or other pupils. 24.To reread their writing to check that it makes sense and to independently begin to make changes. 25.To read their writing aloud clearly enough to be heard by their peers and the teacher. 26.To use adjectives to describe.	*Sentence Construction and Tense*	29.To use simple sentence structures.
Common Exception Words	12. To spell all Y1 common exception words correctly.* 13.To spell days of the week correctly.	*Joining letters*		*Awareness of Audience, Purpose and Structure*	27.To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices. 28.To start to engage readers by using adjectives to describe.	*Use of Phrases and Clauses*	30.To use the joining word (conjunction) 'and' to link ideas and sentences. 31.To begin to form simple compo-und sentences.
Prefixes and Suffixes	14.To use -s and -es to form regular plurals correctly. 15.To use the prefix 'un-' accurately. 16.To successfully add the suffixes –ing, –ed, –er and –est to root words where no change is needed in the spelling of the root words (e.g. helped, quickest).					*Punctuation*	32.To use capital letters for names, places, the days of the week and the personal pronoun 'I'. 33.To use finger spaces. 34.To use full stops to end sentences. 35.To begin to use question marks and exclamation marks.
Further Spelling Conventions	17.To spell simple compound words (e.g. dustbin, football). 18.To read words that they have spelt. 19.To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes.					*Use of Terminology*	36.To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.

twinkl.com

Assessment and feedback



Children are assessed on a daily basis (formative assessment)

Formal assessment at the end of each term.

Children will be assessed against the Age-Related Expectations for Year 1.

Parents are informed of attainment and progress with two parent consultations (October and April) and two reports (December and July.)

Marking and Feedback

Most children learn from actively engaging therefore:

Children will be allowed the opportunity to improve/amend/correct their work in purple.

A 'Think pink' strategy is introduced whereby the teacher will highlight an error in pink which needs to be corrected.

A question or challenge may be posed at the end of a completed piece of work which may probe understanding further, seek clarification or to ask the child to develop/improve their work.

Lesson objectives will be highlighted green to show whether they have been achieved or yellow if they have only been partially met.

twinkl.com

Prayer and Worship

Prayer and worship is at the heart of everything we do as a school.

On Mondays, we have Key Stage Picture News worship.

On Tuesdays, we have Whole School worship.

On Wednesday we share Mark 10 Little Liturgies.

On Thursday we plan class worship and lead within class one week and have hymn practice the next.

On Friday, we take part in creative prayer.

Class Celebration of the Word will take place throughout the school year.



Reading

Reading folders containing your child's scheme books will be sent home every Friday.

Reading folders will be collected in each morning and will stay in school on a Thursday. New books will be sent home again on Friday, linked to any new sounds taught that week during phonics.

On Tuesday, your child will choose a book from the school library and this will be their reading for pleasure book. This can be returned the following week.



Home Reading

Children will take home 3 books a week.

We will be putting on our reading CAPs!

- Consolidate Book- 1 completely phonetically decodable book.
- Apply Book- 1 book designed to ensure the child is applying known sounds.
- Pleasure Book- 1 book chosen by your child from our class/school library for them to enjoy at home. This can be read by them or a parent.

Books are intended to be read several times by the children as this will help develop fluency and comprehension.



onsolidate



pply



leasure

Reading

In Year 1, children read either individually or in a small group with an adult at least once a week.

Additional 1:1 reading sessions may happen throughout the week.

Please could parents comment in reading diaries to show that books have been read.

Please ensure reading folders come into school every day.



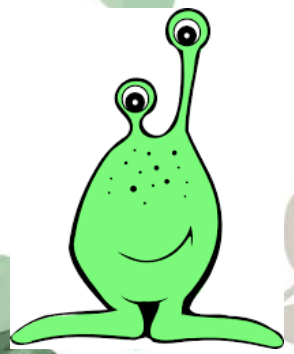
Phonics

Continuation from Reception Class and the children will take part in daily phonic sessions, using Essential Letters and Sounds (ELS)

There will be additional group/individual support where needed.

Phonics Screening Check will take place week commencing Monday 14th June 2027

(No holidays to be taken in this time please!)





Homework

Homework will be set on a Monday and is due in the following Monday.

Week 1: Online, using a site called purple mash.

Week 2: Paper based and in your child's folder.

(The log on for purple mash will be stuck in the front of your child's reading diary.)

At times there may be additional tasks based around the work we have been completing in class.

Oracy

This year, we are placing a strong focus on **oracy** – developing children's ability to communicate effectively through speaking and listening. Strong oracy skills help children express ideas clearly, listen to others, build confidence and explain their thinking. They are essential across the curriculum and support the development of English and writing skills, particularly as children learn to talk through and rehearse ideas before writing.

Some ways in which this will be implemented are;

- **Progressive stem sentences across all year groups and subjects,** helping children to reason, explain their thinking and give fuller, more justified answers.
- **Opportunities for public speaking** across the curriculum.
- **Talking Tuesday** will encourage children, staff and families to discuss engaging questions such as *"What superpower would you like to have and why?"* Together, these opportunities will help our children become confident, thoughtful and effective communicators.

twinkl.com



Pip and Pop the Pandas!

This is used to encourage and develop oracy within the classroom.

Each Friday, we will choose 2 children to bring home Pip or Pop for the week. The panda can join in anything your child does and then they can use a page in the 'journal' to draw or print a picture and write a sentence about something they did.

They can bring Pip or Pop back the following Friday and will share with the class what they got up to!





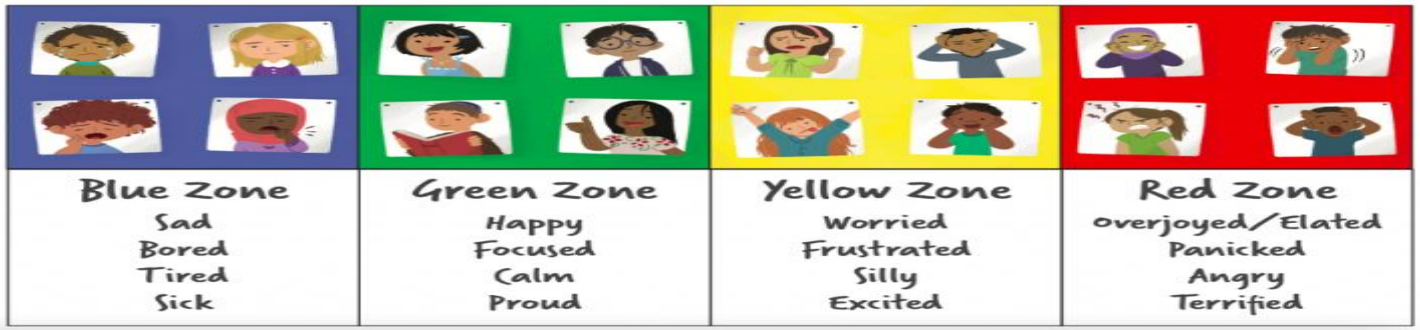
Reward Systems

We have a class system of green and gold cards.

Children can choose a prize from the 'Golden Box' when they get a gold card.

Children are also in house groups and can earn house points.

The ZONES of Regulation



The Zones of Regulation helps children to manage difficult emotions, known as 'self-regulation'. Self-regulation is best described as the best state of alertness for a situation.

The Zones of Regulation aims to teach children strategies to help them cope with these feelings so they can get back to feeling calm and ready to learn. These coping strategies are called 'self-regulation'.

At St Oswald's, we are use the Zones of Regulation throughout the whole school. We want to teach all of our children good coping and regulation strategies so they can help themselves when they experience anxiety and stress. We want children at St Oswald's to grow into successful adults. Teaching the children at a young age about managing their feelings will support them in later life so that they don't turn to negative coping strategies which affect their mental and physical wellbeing.

If you would like to find out more information about how we use the Zones of Regulation in school, you can via our school website.

twinkl.com

PE

PE for this term will be on **Monday** with an external provider and **Friday.**

Children should come to school in their P.E kit on their allocated days, with suitable clothing for all types of weather.

Earrings should not be worn on PE days or involvement in the lesson may need to be adapted to ensure safety.





Break and Snack Time

Morning break is at 10.15-10.30 and then children will have their morning snack.

In Key Stage 1, a snack is provided for the children and this will be a piece of fruit or a vegetable.

Children do not need to bring a snack to school, however if you do wish to send your own, please ensure this is a piece of fruit or vegetable or a similar healthy snack.



Break and snack time

Children will go for their lunch break at 12.00.

Lunches can be pre ordered via the Arbor app



Trips out

Where possible, we will take part in trips throughout the school year. We will need parent volunteers for the majority of these.

We will also have visitors who come to school to work with the class.



Further information

There will be regular updates on the school website and the class blog.

Social media – Instagram and Facebook will be updated regularly.

If you need to contact me regarding your child, please get in touch via the school office or on the class email:

year1@stoswaldsnewcastle.co.uk

Any Questions?