

WELCOME  
TO YEAR 1

2023-2024



Continuing the learning journey for your child from EYFS to Year One

Moving from Continuous Provision to the next level of child centered learning

# MEET THE TEACHER

This will be Tom's third year of teaching and he is very excited to be starting his journey, with the children, at AFET.

Your children already know Tom and have been eager to show Tom how they learn in Flamingo class.



## Tom Clarke



# MOVING ON FROM RECEPTION



## Early Learning Goals

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

Our foundation stage provides a firm foundation upon which all subsequent learning builds. Our aim is to provide a safe, nurturing, creative environment which compliments the wonderful learning experiences the children have had in EYFS and continue our 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



	8.45	9.00	9:05	9:30	9.45	11:45	12.45	12:50	13:00	13:20	14:10	14:40	15:15
Monday	Funky Fingers / Mathematics / Writing / Handwriting Carousel	Registration	Phonics	Writing Input	Writing Tutor Table	Lunch	Register	Number Formation / Handwriting	History / Geography Input	Reading Groups		Tidy & Story	Home time
Discovery Time <i>play projects / learning in provision</i>					Discovery Time <i>play projects / learning in provision</i>					Snack			
Tuesday			Phonics	Maths Input	Maths Tutor Table	Lunch	Register	Number Formation / Handwriting	DT / Art Input	Reading Groups		Tidy & Story	
Discovery Time <i>play projects / learning in provision</i>					Discovery Time <i>play projects / learning in provision</i>					Snack			
Wednesday			Phonics	Learn Together		PE	Lunch	Register	Number Formation / Handwriting	Science Input	Reading Groups		
Discovery Time <i>play projects / learning in provision</i>	Discovery Time <i>play projects / learning in provision</i>	Snack											
Thursday	Phonics	Writing Input	Writing Tutor Table	Lunch	Register	Number Formation / Handwriting	Topic Input	Reading Groups		Tidy & Story			
Discovery Time <i>play projects / learning in provision</i>			Discovery Time <i>play projects / learning in provision</i>					Snack					
Friday	Phonics	Maths Input	Maths Tutor Table	Lunch	Register	Number Formation / Handwriting	Topic Input	Music		Tidy & Story			
Discovery Time <i>play projects / learning in provision</i>			Discovery Time <i>Complete unfinished play projects / learning in provision</i>					Snack					

# TOPICS

## Autumn 1 Explorers

The children will explore the life and journeys of significant explorers such as Christopher Columbus & Ella MacArthur. They will begin to understand that there are the seven continents, naming and locating them on globes, atlases and maps.

## Autumn 2 Let's celebrate

The children will learn about belief systems, such as Islam and Christianity, by exploring key celebrations. They will also explore balanced diets and learn how to prepare a range of foods... and try them!

## Spring 1 Toys

The children will explore the past by comparing the toys they play with to the ones that their parents and grandparents grew up with. They will study these, learn about wheels and axis to allow them to produce a moving toy for Flamingo class.

## Spring 2 Mission to the Moon

The children will explore their place in the solar system and think about how they might travel to the moon. They will also begin to think about how space is portrayed by artists such as Georgia O'Keefe.

## Summer 1 The Great Outdoors

The children will become explorers, discovering the range of wildlife that lives in their gardens, the school and in Swindon. They will gather natural materials and start to consider how these can be manipulated to create textural collages.

## Summer 2 Once upon a time...

The children will immerse themselves in storytelling at the Story Museum in Oxford. Across the term, they will become authors and performers themselves.

Children will continue to have phonics, writing and mathematics inputs.  
Topic will now be taught in discrete lessons.

# YEAR 1 CURRICULUM

History



Music



Geography



Science



Art



Computing



Design & Technology



# PLAY PROJECTS








Children will continue to explore learning through play projects. Each week will be expected to complete:





- Calculate
- Construct
- Create
- Compose




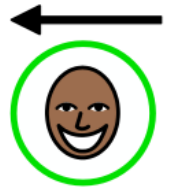

The themes of each will directly link to taught skills within the Year 1 curriculum.



Children will continue to immerse themselves in the world of story by participating in drawing club.

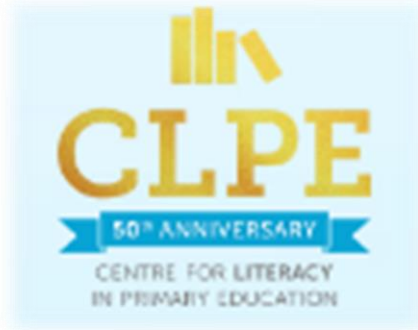
	Plan
	Who will you discover with?
	What will you do?
	Where is the best place to do this?
	How are you feeling about it?

	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?

*Encouraging children to reflect on their learning.*





# CLPE – CENTRE FOR LITERACY IN PRIMARY EDUCATION

Our year 1 curriculum will build from Reception, continuing a focus on phonics alongside providing a range of reading and writing opportunities both through continuous provision and targeted 'tutor table' work from Year 1.

Our children will utilise the suggested books first in drawing club and then as part of the NC in Year 1. The books are chosen to match the interests of the cohort of children and areas of need that will be covered. The books may alter through the year in order to reflect accurate and daily assessment of our children.

*“In its most basic sense symbols that carries meaning”*

# LEARN TOGETHER

## Moral and Spiritual Development



## Equality and Justice



## Ethics and the Environment



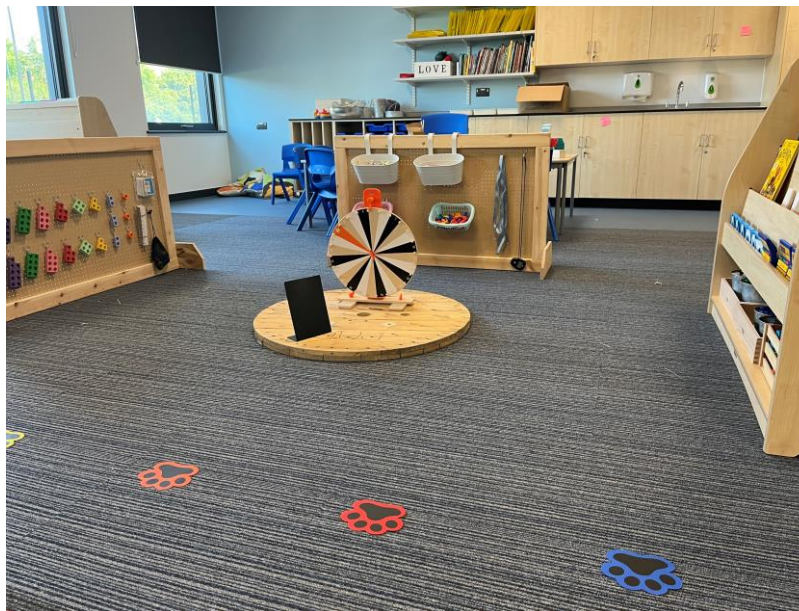
## Belief systems



Learn Together will continue to be taught in Year 1, with relevant links to the PSHE and RE curriculum.

# YEAR 1 ENVIRONMENT

## A SNAPSHOT OF THE EVOLVING YEAR 1 CLASSROOMS



## SNACK



- The children are still provided with fresh fruit / vegetables each day for their snack.
- Children will begin to prepare their snack by doing things such as buttering the bread.
- Children can still receive milk at school – please sign up to Cool Milk. All children over five will need to pay for Cool Milk.

# PHONICS SCREENING CHECK

## What is the Phonics Screening Check?

Children in Year 1 throughout the country will all be taking part in a phonics screening check during the same week in June. Children in Year 2 will also take the check if the

sum

vap



## What is the Phonics Screening Check?

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

## 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's reading by:

- Reading with your child as regularly as you can
- Talk with your child's teacher about any additional support your child may need at.



"The more that you  
**READ** ← ooo  
The more things you will

ooo → **KNOW.**  
The more that you

**LEARN** ← lll  
The more places you'll go"  
-Dr. Seuss

# KEY REMINDERS

To stay in school:

- A bag of spare clothes (inc. socks and underwear)
- Pair of welly boots

Both clearly **labelled** with your **child's name**.

To bring to school every day:

- Water bottle
- Book bag
- Waterproof coat

**All labelled with your child's name.**

- Reading books  
(changed every Monday)

PE is on **Wednesday**

Children come to school in their PE kits on Wednesday.

Trainers **without** laces where possible.

Read with your child as regularly as you can.

Cooking

The children will cook on the first Thursday of every month (starting October). Let us know if you would like to help.



Remember to sign up for Cool Milk if you want your child to receive it.

**Do you have any questions?**

Please do catch us for a chat 😊