

Year 1
2025-26
Curriculum Information



Staff

- Miss Humphrey (class teacher)
- Mrs Berry (classroom support Monday-Wednesday)
- Mrs Knight (classroom support Mon, Tue, Wed, Fri)
- Miss Hall (classroom support Thursday)



Timetable

Year 1 timetable

	8.30	9.00	9.20 – 9:45	9:45- 10:30		10:45- 11:45	11.45	12:45-1:05	1:05-1:50	1:50-2:50pm	2:50- 3pm
Monday	FB4	Whole school Assembly	Phonics	English	Break 10:30-10:45	Maths	Story & Handwashing	Reading groups/ handwriting	Art/DT	PE	Story Time
Tuesday	FB4	Themed Assembly	Phonics	English		Maths		Reading groups/ handwriting	History/Geography		
Wednesday	FB4	VFS Assembly (classroom)	Phonics	English		Maths		Computing		Reading groups/ handwriting Music	
Thursday	FB4	My Happy Mind	Phonics	English		Maths		PSHE(PPA)	Library	PE (PPA)	
Friday	FB4	Celebration Assembly	Phonics	English		Maths		Online Safety	Science	RE	

Daily and weekly routines

- Reading groups 3x weekly- Books changed on Mondays
- PE- Monday and Thursday- Please come to school in kit
- Star of the week assembly every Friday, invitations to parents sent out on a Wednesday
- Whole class reward system following our 'Six Ways to Shine'



National Curriculum in Year 1

- English and Maths is taught every day.
- Science is a core subject
- History and Geography topics are alternated each half term.
- Music is taught weekly
- ICT/Computing is taught weekly
- Art/DT topics alternate each half term
- Phonics is taught daily and discreetly and supported in the majority of lessons.
- We link lessons together to gain a cross curricular approach.
- Phonics Screening at the end of year 1.



Handwriting-

- Taught weekly and also reinforced in all lessons
- Focusing on letter formation
- Pre-cursive style

Abcdefghijklmnopqrstuvwxyz



Phonics





- Little Wandle Phonics taught daily
- Children are taught to read by breaking down words into separate sounds or 'phonemes'. They are then taught how to blend these sounds together to read the whole word.
- Children have a 20 minutes phonics lesson each day and they are encouraged to use these strategies to read and write in other lessons.
- This year the children will begin to learn the different ways the same sound can be represented



Phonics Screening Check

- The check is very similar to tasks the children already complete during phonics lessons.
- Children will be asked to ‘sound out’ a word and blend the sounds together, e.g. d-o-g - dog
- The focus of the check is to see which sounds the children know and therefore the children will be asked to read made up ‘nonsense’ words or ‘alien words’ as we like to call them.
- **THIS IS NOT A READING TEST**



Section 1	Section 2
sut 	shop
yad 	yell
dop 	peel
uct 	check

How you can support at home...

- When reading with children, encourage them to put the sounds buttons under a word to highlight the sounds that make the word.
- Encourage the children when they are writing to use their phonics to spell a word rather than spelling it out for them.
- Read regularly at home.
- “Chunk” long words so that children can still read the word independently.
- Make it fun! Pretending you can’t do it and getting them to teach you is usually a good trick.



English

Suggestions for home

- Encourage children to write in pencil.
- Encourage children to re read what they have written to you.
- Ask children to help with daily jobs e.g shopping lists/reminders/writing a letter to family members.
- Use phonics to spell.
- Encourage use of capital letters, finger spaces and full stops.
- Practice letter formation.
- Look for the digraphs/trigraphs when struggling to read a word.



Reading- Help and guidance on pages in their new reading records

- Read every night/other night.
- Reading journals updated at home and in school.
- Build it up/don't put pressure on them (couple of pages per night)
- Tricky words
- Take turns reading sentences in book.
- Read books to them.



Maths

Suggestions for home

- Encourage number hunts where ever you are.
- Number formation- facing the right way, 2-digit numbers in the right order.
- Make it fun- use food e.g how many sausages are you having for tea? Sharing sweets/grapes out for a teddy bear's picnic.
- Counting (forwards and backwards) and 2s 5s and 10s
- One more and one less language.



Science

- Following the White Rose Science scheme

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none">• The human body• Seasonal changes	<ul style="list-style-type: none">• Materials• Seasonal changes	<ul style="list-style-type: none">• Planting• Animals	<ul style="list-style-type: none">• Caring for the planet• Seasonal changes• Planting	<ul style="list-style-type: none">• Plants• Planting	<ul style="list-style-type: none">• Growing and cooking• Seasonal changes



Topic

- Alternating between history and geography

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none">• History• How have I changed?	<ul style="list-style-type: none">• Geography• Where is our school?	<ul style="list-style-type: none">• History• How has fire safety changed over time?	<ul style="list-style-type: none">• Geography• What is life like in the capital city?	<ul style="list-style-type: none">• History• How have people changed the world?	<ul style="list-style-type: none">• Geography• How is the seaside different to where I live?



Art & DT

- Changes between art and DT half termly

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none">• Art• How do I see myself?	<ul style="list-style-type: none">• DT• How can I decorate for Christmas?	<ul style="list-style-type: none">• Art• How can I paint the past?	<ul style="list-style-type: none">• DT• How can I bring my pictures to life?	<ul style="list-style-type: none">• DT• Which foods help me to keep healthy?	<ul style="list-style-type: none">• Art• How can I combine materials to make a sea creature?



Promoting well being in Year 1

- My happy mind sessions each week.
- Celebrating success both personal and academic.
- Marvellous me- Positive reinforcement
- Star writer board, star of the week
- PHSE and circle time sessions weekly.
- Regular check ins to share how we are feeling- calm corner in the classroom with books and prompts to support this



Contact

Please pop in before or after school with any questions or
send a message to the class inbox:

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