

Year One  
Parent  
Workshop  
2025

# Welcome from all of us!

Miss Simpson  
YEAR ONE LEAD  
CLASS 4 TEACHER  
ART AND DT LEAD



Miss Jones  
CLASS 5 TEACHER



Miss Crocker  
CLASS 6 TEACHER  
PE AND COMPUTING  
LEADER



## SEND Learning Support Assistants



Mr Francis



Miss Jana



Mr Alexi  
CLASS 4 LEARNING  
SUPPORT ASSISTANT



Mrs Burbedge  
CLASS 5 LEARNING  
SUPPORT ASSISTANT



Ms Mascarenhas  
CLASS 5 LEARNING  
SUPPORT  
ASSISTANT  
NURTURE SUPPORT  
MENTOR



Mrs Osborne  
CLASS 6 LEARNING  
SUPPORT ASSISTANT



Miss Greene





# Transition to Year One...

- This half term we will help the children to feel settled and practise their new daily routines.
- Our main focus will be for all children to feel happy and safe to be back at school
- We will continue to teach them some simple, age appropriate strategies to support their mental health and well-being and this will be called '*Our Daily Pause*'. This will include taking part in Circle Time and various breathing exercises.
- The children will use a '*Feelings Journey*' book where they can express their thoughts and feelings.



# Zones of Regulation

Which Zone are you in?

Blue zone	Green zone	Yellow zone	Red zone
			
low	happy	wobbly	angry
Running Slow sad bored tired sick	Good to Go calm focused positive ready to learn	Caution silly frustrated worried excited	STOP scared mean aggressive out of control

# Our Curriculum...

- Your child will have taken part in some informal assessments during their first 2 weeks back at school and we will work on any areas which they have not fully retained from last year.
- Children who are in need of extra support will receive extra support in class as well as in interventions with teaching staff to ensure that every child makes the progress they need this year.
- In Year One we cover all areas of the National Curriculum in a range of lessons:

*English (Phonics, Writing, Drama, Book Club/Reading),  
Maths, Science, Computing, Geography, History, PSHE,  
RE, Art and Design, Design Technology and Music.*

## English

In English sessions the children will be learning to:

### Writing and Grammar

- Segment words and combine them to form simple phrases
- Use clear finger spaces between each word.
- Spell short, common words carefully (CVC/CVCC/CCVC)
- Use simple conjunctions: and / also / because
- Form simple sentences with a full stop and a capital letter.

### Handwriting

- Sit correctly at a table, holding a pencil comfortably -
- Form all letters in the correct direction, starting and finishing in the correct place.

### Reading

- Recognise and join in with predictable phrases.
- Link what they read or hear to their own experiences.
- Discuss the significance of titles of books.

### Phonics

In daily Phonics sessions the children will continue to follow the 'Little Wandle Letters and Sounds' programme. The children will also practise reading aloud in daily 'Book Club' reading practice sessions. Those children needing to recap Phase 2 and/or 3 Phonics will receive additional intervention.

## Maths

In Maths the children will be learning to;

- Count to and across 100, forwards and backwards, beginning with 0 or 1, or from a given number
- Count, read and write numbers to 20 in numerals
- Given a number, identify 1 more and 1 less
- Identify and represent numbers using objects and pictorial representations including the number line
- Compare numbers using the language of: equal to, more than, less than (fewer), most, least
- Recognise place value in numbers by reading, writing, counting and comparing numbers up to 20, supported by objects and pictorial representations
- Recognise and know the value of different denominations of coins and notes
- Represent and use number bonds and related subtraction facts within 10
- Read, write and interpret mathematical statements involving addition, subtraction and equals (+, -, =).
- Solve one-step problems that involve addition and subtraction, using concrete objects (numicon, bead strings, cubes) and pictorial representations (number lines, part whole models, pictures)

## Science

In Science the children will be learning about

'HUMANS' in order to;

- Identify, name, draw and label the basic parts of the human body.
- Know the names of important bones and that we have skeletons
- Say which part of the body is associated with each sense.
- Ask questions and make observations and use simple equipment.
- Use their senses to compare different textures, sounds and smells.

## Computing

Children will be learning (with a focus on

ONLINE SAFETY) to:

- Use technology safely and respectfully.
- Use logical reasoning to predict the behaviour of simple programs.
- Identify where to go for help and support when they have concerns about content on the internet or other online technology.

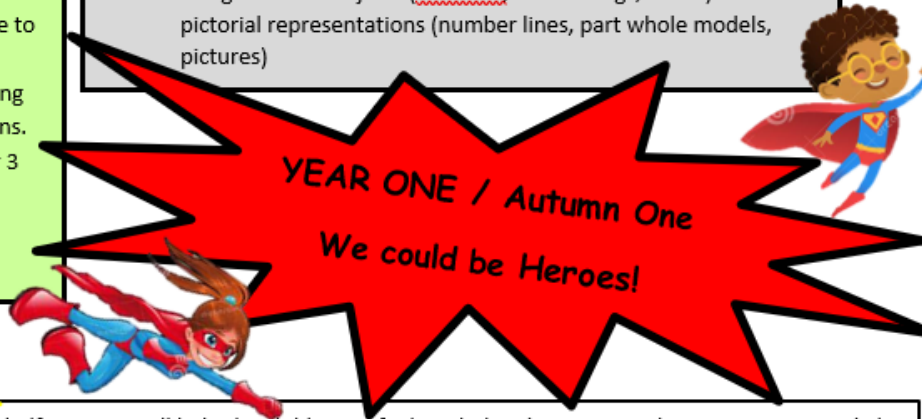
The children will explore Purple Mash to: create their own Avatar, create their own paint projects and use writing templates, 2Count (Maths) and 2Explore (Music).

YEAR ONE / Autumn One

We could be Heroes!

Don't forget... 'Super-Skills for Learning' Superhero dress up day for Year One pupils on Friday 19<sup>th</sup> September!

This half term we will help the children to feel settled and to practise their new Year One daily routines. Our topic this half term is 'We could be Heroes' and we will be establishing how to use our **School Values** and **Super-Skills for Learning** to become independent learners in Year One. We will explore themes including; superheroes, important people, families, our human bodies, the local community and our school, jobs and role models, and transport.



# All Different, All Equal, All Achieving

- At Park Hill Infant School we continue to teach the children about what it means to be strong, positive and productive members of society.
- We have always taught our pupils about equality and this remains an important part of our curriculum.
- We consistently work together to support and meet the needs; of children of all genders, of children with special educational needs, of children who are more able, of children with disabilities, of children from all socio-economic backgrounds, of children from all ethnic groups, of children from all religions and of children with a diverse range of linguistic backgrounds.

# Online-safety...

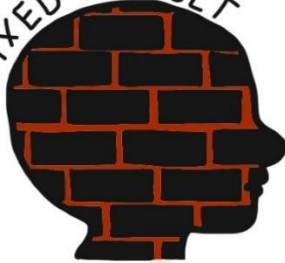
- We continue to educate all pupils on the importance of staying safe when using the internet. To enhance this, please think about some of the following ideas at home:
- Maintain open discussions with your child and **encourage them to talk to you about their internet use**: for example who they're talking to, services they're using, and any issues they may be experiencing.
- Give your child strategies to deal with any online content that they are not comfortable with – such as **turning off the screen, telling an adult they trust and using online reporting facilities**.
- Consider using filtering software to block unwanted content. In addition to filtering, remember that discussion with your child, and involvement in their internet use, are both effective ways to educate them about the internet.
- Familiarise yourself with the privacy settings and reporting features available on popular sites, services and apps.
- **Familiarise yourself with the age ratings for games and apps** and ensure that any apps your child uses are age appropriate.
- Please visit: <https://www.childnet.com/parents-and-carers> for more information and support

# On-going initiatives within our school...

- Continuing to embed our School Values: **Positivity, Respect, Honesty, Kindness and Courage**
- Continuing to utilise our Super Skills for Learning: **Curiosity, Confidence, Creativity, Communicating, making Connections, Collaborating, Risk-taking, Reflecting, Persevering, and being Resourceful**
- Learning to Learn
- Growth Mindset
- Continuing to teach the knowledge and skills of the National Curriculum for Year One.

## 10 Growth Mindset Statements

FIXED MINDSET



What can I say to myself?

INSTEAD OF:

I'm not good at this.  
I'm awesome at this.  
I give up.  
This is too hard.

I can't make this any better.  
I just can't do Math.  
I made a mistake.

She's so smart. I will never be that smart.  
It's good enough.  
Plan "A" didn't work.

TRY THINKING:

- 1 What am I missing?
- 2 I'm on the right track.
- 3 I'll use some of the strategies we've learned.
- 4 This may take some time and effort.
- 5 I can always improve so I'll keep trying.
- 6 I'm going to train my brain in Math.
- 7 Mistakes help me to learn better.
- 8 I'm going to figure out how she does it.
- 9 Is it really my best work?
- 10 Good thing the alphabet has 25 more letters!

GROWTH MINDSET



We talk to the children about using a 'Growth Mindset' when tackling new learning and challenges. This improves their resilience and confidence when learning independently.

# Phonics

Over the course of the year the children will revise all phase 3, 4 & 5 sounds through daily sessions in class (and Phase 2 where required).

We are following the *Little Wandle Letters and Sounds* phonics programme.































<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

- All children take part in a 20-25 minute class phonics session everyday.
- If a student requires further support, they will receive targeted daily interventions with teaching staff in class to secure the phonetic learning.













A Phonic workshop will be held and communicated to parents and carers prior to the check with more information.

# Phonics

Grow the code grapheme mat Phase 2, 3 and 5

 s ss c se ce st sc	 t tt	 p pp	 n nn kn gn	 m mm mb	 d dd	 g gg	 c ck cc ch	 r rr wr	 h
 b bb	 f ff ph	 l ll le al	 j g dge ge	 v vv ve	 w wh	 x	 y	 z zz s se ze	 qu
 ch tch ture	 sh ch ti ssi si ci	 th	 ng	 nk	 a	 ea	 iy	 oa a	 u o-e ou

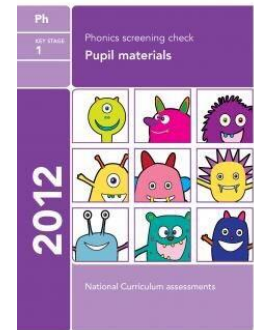
Grow the code grapheme mat Phase 2, 3 and 5

 ai ay a a-e eigh aigh ey ea	 ee ea e e-e y ey	 igh ie i i-e y	 oa o o-e ou oe ow	 oo ue u-e ew ou ui	yoo ue u u-e ew	 oo u* oul	 ar a* al*
 or aw au aur oor al a oar ore	 ur er ir or	 ow ou	 oi oy	 ear ere eer	air are ere ear	zh su si	

\*depending on regional accent

# Year 1 Phonics Screening Checks...

- From June 2012, statutory *Phonics Screening Checks* were introduced nationally, for all Year One pupils.
- The test consists of **40 words**, some of which are real words and others are “alien” words
- This is done on a 1:1 basis, with a familiar adult.
- Children need to use their knowledge of phonics to decode words, as appropriate.
- The benchmark score since 2013 has been 32 out of 40.
- The score to reach the expected standard is announced after all of the screening checks have been done nationally.
- You will receive your child’s mark with their annual report in July.
- Children who do not meet the benchmark in the check, will receive targeted Phase teaching in small intervention groups for further support. **These children will take the screening check again in Year Two.**



# Reading

Taught during...

- Phonics sessions
- Book Club sessions
- Daily English sessions

Key areas to focus on at home...

- Use of phonics to sound out unknown words (Please use the 'Grow the Code' Phonic sound mats available on the website)
- Sight vocabulary of common words
- Taking account of punctuation, for example pausing at full stops
- Discussion of a book to increase your child's comprehension
- Use of expression and using different voices!
- **READ FOR ENJOYMENT – children like to be read to as much as reading themselves!**
- **Please make sure you are returning your child's book each week!**

# Writing

Taught during daily English sessions and weekly handwriting sessions.

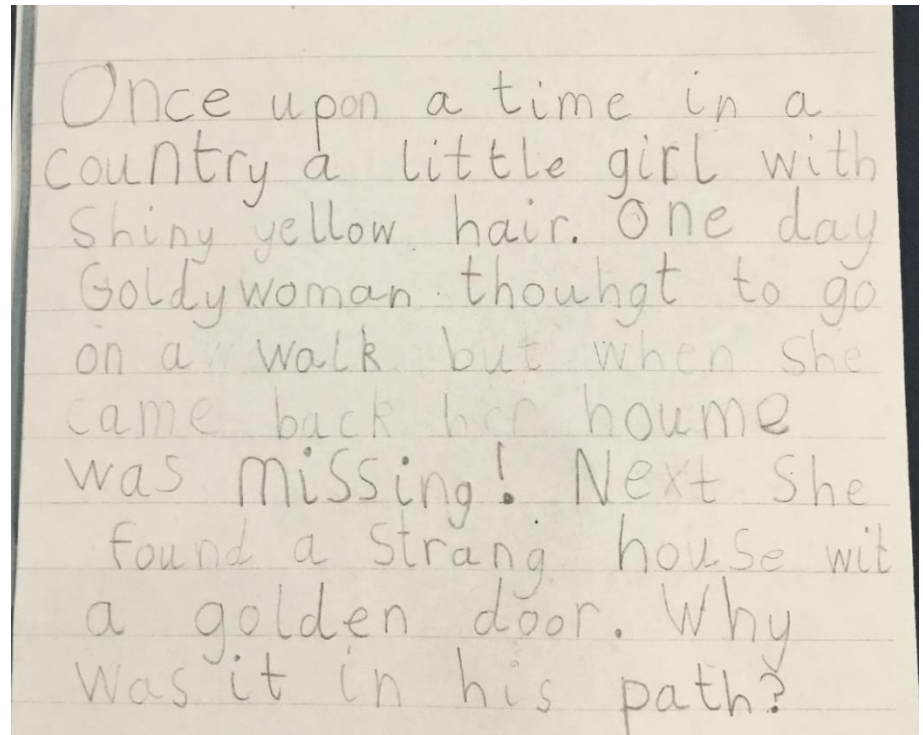
Key areas to focus on at home...

- Learning how to spell common words and use them in their writing (These will be sent home as weekly home learning; 'Words of the Week')
- Using clearly formed letter formation and handwriting
- Using capital letters and full stops in the correct places
- Extending sentences with conjunctions such as: and, because, also, if, but, so
- Writing for a purpose (fiction/non-fiction) across genres
- Sequencing sentences in order, sequencing events

# Writing

This is an example of a piece of independent writing, where we expect the majority of children to be at the end of Year One.

- Consistently using full stops and capital letters
- Many common words spelt correctly
- Phonetic attempts at unknown words (readable)
- Correct letter
- Orientation
- Some use of conjunctions (and, because, also)
- Capital letters formed correctly (*lower case letters should be smaller!*)

A photograph of a child's handwritten text on lined paper. The text is written in a cursive, slightly slanted script. The words are mostly recognizable, though some are misspelled or phonetically written. The text reads: "Once upon a time in a country a little girl with shiny yellow hair. One day Goldywoman thought to go on a walk but when she came back her home was missing! Next she found a strang house wit a golden door. Why was it in his path?"

Once upon a time in a country a little girl with shiny yellow hair. One day Goldywoman thought to go on a walk but when she came back her home was missing! Next she found a strang house wit a golden door. Why was it in his path?

# Handwriting

Lower case letters: abcdefghijklmnopqrstuvwxyz

Capitals: ABCDEFGHIJKLMNOPQRSTUVWXYZ

Numbers: 0 1 2 3 4 5 6 7 8 9

The Four Joins:

1. to letters without ascenders
2. to letters with ascenders
3. horizontal joins
4. horizontal joins to letters with ascenders

abcdefghijklmnopqrstuvwxyz



**Children are only taught to join their letters  
once all letter formation is correct.**

# Maths

- Quick recall of basic facts (Mastery of Number) – number bonds, counting in 2's, 5's, 10's
- Relating to real life to solve problems
- **Very practical and hands-on**
- Learning number facts (mental maths)
- Understanding the order of numbers – place value
- Writing digits correctly
- NO VERTICAL ADDITION at this point (also known as column method)
- **Maths is not just about number! – Time, money, shape, measure.**
- Mastering the curriculum – e.g partitioning in different ways or bridging through tens when adding

# P.E. Indoors and Outdoors

- Children must come into school wearing their PE kits on their allocated day. If unsure, please check with the class teacher!
- Please ensure everything is labelled
- In colder weather the children will need warmer layers for outdoor PE

# Home School Learning

- Children will receive 2 reading books per week.
- Every Friday your child will receive 'Words of the Week' Home Learning in a folder. This will comprise of common spelling words linked to our weekly Phonics sessions.
- This work must be completed and returned to school the following Thursday.
- Maths – KIRFs are sent home half termly for you to practise these quick recall facts with your child.
- Your teachers may also send home a Topic-Based projects each half term
- In addition to this there may be tasks set using the Online Learning platforms such as Purple Mash and Mathletics, **please hold on to all passwords you are given!**

# Parental Involvement

- Wonderful Wednesdays (These are not compulsory. They happen every Wednesday unless you are given information that it has changed via text/email)
- Family Curriculum Workshops
- Head Teacher Award Assemblies – by invitation only
- Information workshops – such as this!
- Open Classrooms
- Dates are on the website but are subject to change



# Helpful websites...

Little Wandle Letters and Sounds Phonics Programme.

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

Mathletics

<http://www.mathletics.co.uk/>

Purple Mash

<http://www.purplemash.co.uk>

[http://www.bbc.co.uk/schools/parents/school\\_education/](http://www.bbc.co.uk/schools/parents/school_education/)

(information about schools and learning)

<http://www.bbc.co.uk/learningzone/clips/>