WELCOME TO YEAR 1!

School Year 2026–2027

MEET THE TEACHERS!

Mrs Bennett

Class Teacher, Year One Leader, PE and Computing Leader

Miss Jones

Class Teacher, PSHE Leader

Miss Thompson

Class Teacher

MEET THE SUPPORT STAFF!

Ms Aya

Learning Support Assistant

Mrs Burbedge

Learning Support Assistant

Ms Paula

Nurture Support Mentor, Mental Health First Aider, Learning Support Assistant

Mrs Passos

Learning Support Assistant

Miss Osborne

Learning Support Assistant

Miss Greene

Learning Support Assistant

OUR SCHOOL MOTTO

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.

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.

AT THE START

learning classroom rules and routines

teachers are getting to know the children and parents

'soft starts'

reading assessments

continuous provision

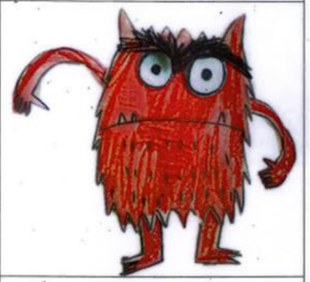
zones of regulation

ZONES OF REGULATION

Regulation technique

Simplifies big feelings

Which Zone are you in?

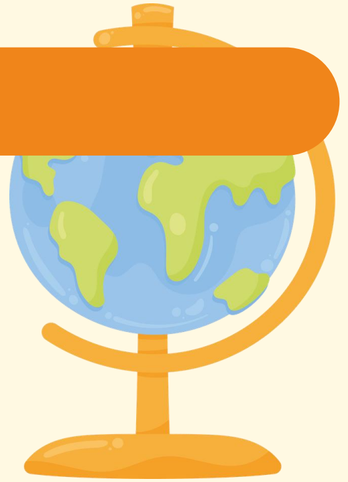
Blue zone	Green zone	Yellow zone	Red zone
			
low	happy	wobbly	angry
Running Slow	*Good to Go*	*Caution*	*STOP*
sad	calm	silly	scared
bored	focused	frustrated	mean
tired	positive	worried	aggresive
sick	ready to learn	excited	out of control

children can identify, name and manage emotions

used to identify energy levels

DAILY SCHEDULE & ROUTINE

9 AM	'soft start'/ carpet challenges
9:20AM	Morning Registration/Phonics
10 AM	Book club
10:30AM	Break time
10:50PM	Mid Morning Learning (Maths/FOundation)
12:15PM	Lunch time/ Outdoor Play
1:15 PM	Afternoon Registration
1:25PM	English
1:45PM	Intervention time/ small group work
2:55PM	Tidy up time/ Story time
3:30PM	Home time



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, P.E, PSHE, RE, Art and Design, Design Technology and Music.

TOPIC WEBS

English

In English sessions the children will be learning to:

Writing and Grammar

- Use clear finger spaces between each word.
- Spell short, common words carefully.
- Understand that words combine to make phrases and sentences.
- Form and say out loud sentences they are going to write.
- Form simple sentences with a full stop and a capital letter.

Handwriting

- Sit correctly at a table, holding a pencil comfortably and forming all letters in the correct direction, starting and finishing in the correct place.
- Follow the Nelson Handwriting Scheme to join: un, ig, ed, an, ng, ch.

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 follow the 'Little Wandle Letters and Sounds'. The children will practise reading aloud in daily 'Book Club' sessions using an audible voice to read, and asking and answering questions about a wide range of texts.

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.
- Count in multiples of twos, fives and tens.
- *Re-cover the concept of 'halving' amounts*
- Identify and represent numbers using objects and pictorial representations including a number line and use 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.
- Write numbers from 1 to 20 as words.
- Represent and use number bonds and related subtraction facts within 20.
- Recognise and know the value of different denominations of coins and notes.

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.
- Say which part of the body is associated with each sense.
- Ask questions and make observations and use simple equipment.

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!

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, and to teach them simple, age appropriate strategies to support their mental health and well-being. Our topic this half term is 'We could be Heroes' and we will be establishing how to use our School Values and Super-Skills to become independent learners in Year One, using themes including; superheroes, important people, families, the local community and our school, jobs and role models, and transport.

Emailed to all parents half termly- along with Maths KIRFs

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

PHONICS

RECEPTION

Grapheme mat — **Phases 2 and 3**

s ss	t tt	p pp	n nn	m mm	d dd	g gg	c k ck cc	r rr
h	b bb	f ff	l ll	j	v vv	w	x	y
z zz s	qu	ch	sh	th	ng	nk		

a	e	i	o	u

ai	ee	igh	oa	oo	**oo**	ar
or	ur	er	ow	oi	ear	air

YEAR 1

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 k 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	e ea	i y	o 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

PHONICS SCREENING CHECK

•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

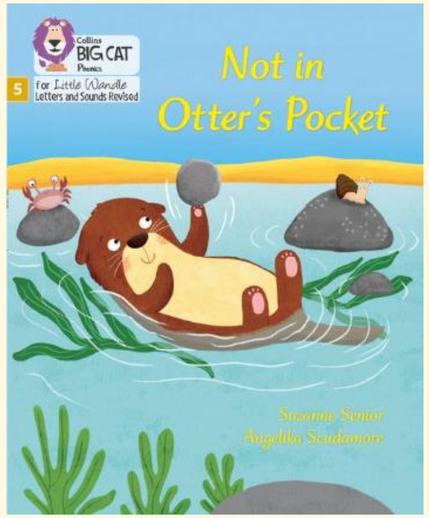
Taught during....
•Phonics sessions
•Book Club sessions
•Daily English sessions

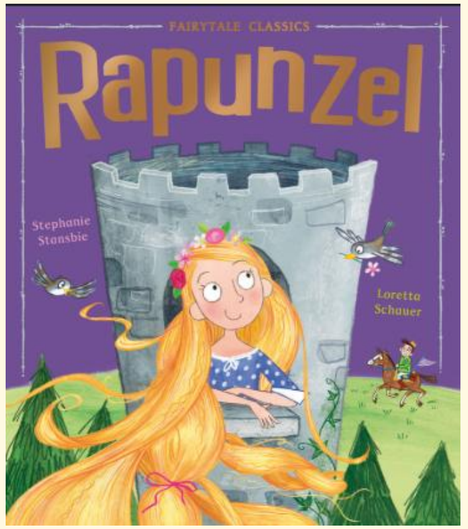
Key areas to focus on at home...

•Use of phonics to sound out unknown words (Please use the 'Grow the Code' Phonic sound mats available on the website)
•Sight vocabulary of tricky 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!

READING

Your child will be given 2 Reading books a week.
-One decodable 'phonics' book.
-One story book.





Please ensure your children are returning both books weekly.

Fines may be issued to parents who do not return our Little Wandle Phonics Reading Books.

WRITING

Taught during daily English sessions and weekly handwriting sessions.

Key areas to focus on at home...

•Learning how to spell common words (tricky 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

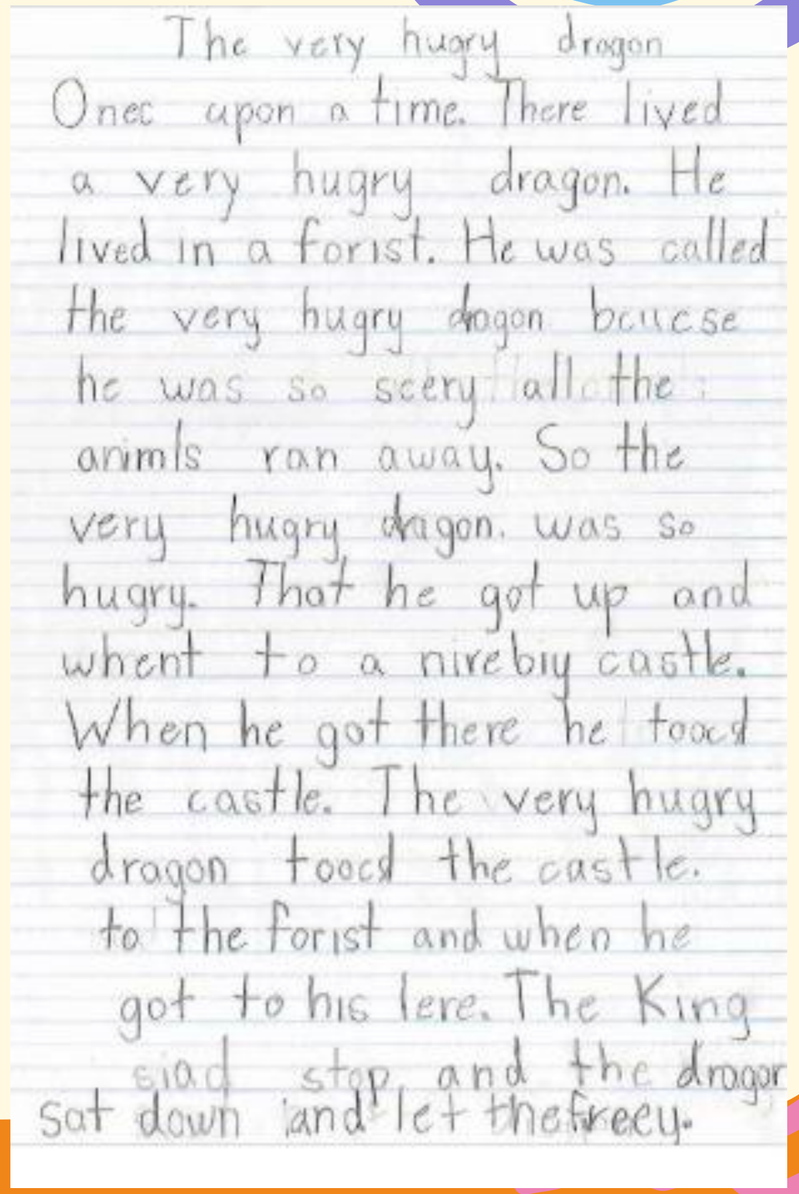
•Writing for a purpose (fiction/non-fiction) across genres

•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 formation
- Orientation (structure of stories)
- Some use of conjunctions (and, because, also)
- Capital letters formed correctly *(lower case letters should be smaller!)*



The very hugry dragon

Onec upon a time. There lived a very hugry dragon. He lived in a forist. He was called the very hugry dragon beucse he was so scery all the animls ran away. So the very hugry dragon. was so hugry. That he got up and whent to a nirebiy castle. When he got there he tooed the castle. The very hugry dragon tooed the castle. to the forist and when he got to his lere. The King siad stop and the dragor sat down and let thefreey.

HANDWRITING

Weekly Handwriting Sessions

Little Wandle for Letters and Sounds Handwriting

Building on Receptions learning from the Summer term

Capital Letters, Lower case, ascenders, descenders

MATHS

Key points...

- 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)
- Multiplication & Division
- Telling the Time
- Maths is not just about number! – Time, money, shape, measure.

P.E

The children will have 1 hour of formal Physical Education weekly. Please ensure your child comes to school in their P.E kit on these days.

P.E Days

Class 4– Monday & Wednesday

Class 5– Tuesday & Thursday

Class 6– Tuesday & Thursday

The children also have regular ‘movement breaks’ daily. These are short pauses during class where students engage in physical activity to reset their focus, release energy, and improve learning.

HOMEWORK

- Children will receive 2 reading books per week.
- Every Friday your child will receive 'Words of the Week' Home Learning in a folder. This is linked to our weekly Phonics sessions.
- Half Termly Topic Based Projects.

Mrs Parry's Maths Challenges on our school website (scroll to the bottom)

- 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!

HOMEWORK

Little Wandle – Letters and Sounds
Year 1 Phonics Home Learning

Phase 3 & 4 (review) / Phase 5 – Autumn 1 Week 1
Focus – Review Phase 3 phonemes

Please support your child to practise and reinforce the phonemes and graphemes we have learnt in school.
More information and support can be found on the Little Wandle website -
https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/

Phonemes we have been focusing on this week in school:

ai	ee	igh	oa
oo	ar	or	ur
oo	ow	oi	ear

We have been reading and writing these words. *Can you spot this week's phonemes?*

tail	feel	right	road
food	bar	born	surf
down	join	near	soap

We have been reading and writing sentences. *Can you spot any tricky words? Can you see this week's focus phonemes? Can you read these sentences fluently?*

The toads feel so cool.

The boot on my right foot is too hard.

I can see foxes in the car lights.

We can go down to the town on the bus.

We have been practising tricky words. *Can you spot the tricky part of each word?*

no	go	so	my	by
to	into	out	the	

We have been spelling words. *Can you write these words using the correct phonemes?*

right	hard	took	hear

Year One

Words of the Week

Autumn 1 Week 1

Please support your child to practise writing this week's 'Words of the Week' and reinforce that they should use their best handwriting. They should use the table below to copy the word and see how well they can remember the spelling each time.

Spelling word:	go	my	out	the
Space to practise:				

SIZZLING challenge

Once your child has practised writing and spelling these words, they can think of their own sentences containing these words and write them on the lines below:

PARENTAL INVOLVMENT

Wonderful Wednesdays (weekly)

Family Curriculum Workshops (termly)

Information Workshops (like this!)

Head teachers Award Assembly (by invitation only)

CONTACT THE TEACHER

- If you need to speak with your child's class teacher, please wait until the teacher has dismissed ALL of the children at the end of the day. Our main priority is ensuring the children meet their grown ups safely.

Open Classrooms

Parents Evenings

"ALL DIFFERENT, ALL EQUAL, ALL ACHIEVING!"