



Welcome to Year 1!

Staff



Rosen

Mrs Yendell and
Miss Walker
Mrs Higgins



Jeffers

Mrs Flack
Miss Vittle

Curriculum

- ☐ National Curriculum for Year 1
- ☐ Long term curriculum map is on the website
- ☐ Split into individual subjects which differ from Early Years
- ☐ We still make cross-curricular links where possible but we refer to each subject individually





Continuous provision

- What is Continuous Provision (CP)?
- CP is setting up consistent, well-planned learning areas in the classroom where children can independently explore, practise, and deepen the skills they have been taught.
- Developmentally there is very little difference between a Reception child and a Year 1 child. Key changes come around the age of 7.

The 'why' behind CP

- Continuous provision in Key Stage 1 (KS1) provides an intentional, play-based learning environment where children can independently explore, apply, and consolidate the core curriculum throughout the day.



What are the characteristics of Year 1 children?

- They are active learners
- They enjoy sensory experiences and exploration
- They need first hand experiences
- They are creative in the way they represent their world
- Are (potentially) independent learners
- They use play to find out about and explore the world
- Learn through social interaction
- Need time to develop their ideas in depth

The characteristics of effective learning

- Playing and exploring - engagement
- Active learning - motivation
- Creating and thinking critically - thinking

Research shows there is a strong correlation between the characteristics of effective learning and total outcomes. Children who attained higher in the Characteristics of Effective Learning, also attained higher in total outcomes in literacy and maths.



“It is as they play that children bring together everything they think about, feel about and know of people and their lives as a whole. We could say that play co-ordinates a child’s learning. It helps children to make sense of what they learn.”

Tuning into Children
Professor Tina Bruce

Continuous provision:

- Supports what children naturally want to do
- Supports the characteristics of effective learning
- Support the development of independent learning skills
- Supports progress towards the National Curriculum expectations





What does Continuous Provision look like at St George's?

Continuous Provision - supports the curriculum through well resourced, high quality indoor and outdoor learning environments.

Enhanced Provision - carefully planned activities linked to NC objectives. This could be previous learning or current learning. Children will be given the opportunity to carry out 'Rainbow Challenges' in Phonics, English, Maths, Science, Geography, History and Art/DT. They will be given a week to complete the challenges, independently or with adult support. This could be in the form of a game, using practical equipment to show their learning in Maths, sorting or classifying in Science or producing some writing in English. An adult will support children during these activities, where necessary.

Directed activities - carefully planned, directed activities linked to NC objectives and class input. The teacher will work with a group of up to 6 children, carrying out a Maths or English activity in the morning and a foundation subject activity in the afternoon. This is when the Teacher can give targeted support, or provide challenge to move learning on.

Phonics and reading



Read, Write, Inc Phonics (RWI)

- 40 minute lesson daily
- Learn new sounds, read and write new sounds, read sounds within words and build reading fluency.
- Please recap the sounds at home - videos are shared via QR codes



Books

- Children will receive 2 home reading books and 2 library books each week. These will be changed weekly.
- The children will also bring home the book they've been reading in phonics lessons each week which will be changed every 3 days depending on the cycle in their phonics group.
- Please read at home daily to build your child's fluency - daily reading at home is rewarded in school.

Library

- Children will begin to have the opportunity to visit on a weekly basis. This is where they will select their love of reading book.

Writing expectations for end of Year 1

- To spell words containing each of the 40+ phonemes already taught common exception words and the days of the week
- To name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound
- To add prefixes and suffixes to words
- To write from memory simple sentences dictated by the teacher
- To sit correctly at a table, holding a pencil comfortably
- To correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place
- To form capital letters
- 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.
- To write sentences by saying out loud what they are going to write about composing a sentence orally before writing it
- To sequence sentences to form short narratives
- To re-read what they have written to check that it makes sense
- To discuss what they have written with the teacher or other pupils
- To read aloud their writing clearly enough to be heard by their peers and the teacher.

High Frequency Words and Common Exception Words

High - Frequency Words

- Words that appear most often e.g. and, it,
- These words are easily sounded out using phonics rules
- They are important words for building reading fluency

Common Exception Words

- These are high frequency words that are tricky to spell because they do not follow the expected phonics patterns e.g. said, people, was
- Children learn to recognise these words by sight

100 High Frequency Words

the
and
a
to
said
in
he
I
of
it
was
you
they
on
she
is
for
at

his
but
that
with
all
we
can
are
up
had
my
her
what
there
out
this
have
went

be
like
some
so
not
then
were
go
little
as
no
mum
one
them

do
me
down
dad
big
when
it's
see
looked
very
look
don't
come
will

into
back
from
children
him
Mr
get
just
now
came
oh
about
got
their
people
your
put
could

house
old
too
by
day
made
time
I'm
if
help
Mrs
called
here
off
asked
saw
make
an

Handwriting expectations



Maths

We use White Rose Maths to deliver our daily Maths lessons



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number Place value (within 10)					Number Addition and subtraction (within 10)					Geometry Shape	Consolidation
Spring	Number Place value (within 20)			Number Addition and subtraction (within 20)			Number Place value (within 50)		Measurement Length and height		Measurement Mass and volume	
Summer	Number Multiplication and division			Number Fractions		Geometry Position and direction	Number Place value (within 100)		Measurement Money	Measurement Time		Consolidation



Maths end of year expectations

- To count to and across 100, forwards and backs, beginning with 0 or 1, or from any given number
- Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s.
- Given a number, identify 1 more and 1 less
- Identify and represent numbers using objects and pictorial representations including the number line and use the language equal to, more than, less than (fewer), most and least
- Read and write numbers from 1 - 20 in numerals and words
- To read, write and interpret mathematical statements involving addition, subtraction and equals
- Represent and use number bonds and related facts within 20.
- Add and subtract one - digit and two digit numbers to 20, including 0.
- Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.
- To recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity.
- To recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity.
- Name and recognise 2D and 3D shapes
- Tell the time to the hour and half past hour



Science

Autumn term

- Animals including humans

Spring term

- Materials

Summer term

- Plants

Seasonal changes will be covered throughout the year.



ST GEORGE'S LEARNING ARMOURY

Every knight needs their tools - these are the special ones we use to let our light shine!

WISE LANTERN

I reflect on my learning
and how to grow.



JOYFUL TRUMPET

I celebrate effort and
achievements - mine
and others'.



CREATIVE QUILL

I imagine, invent and
express.



CURIOUS COMPASS

I ask questions and
explore new learning.



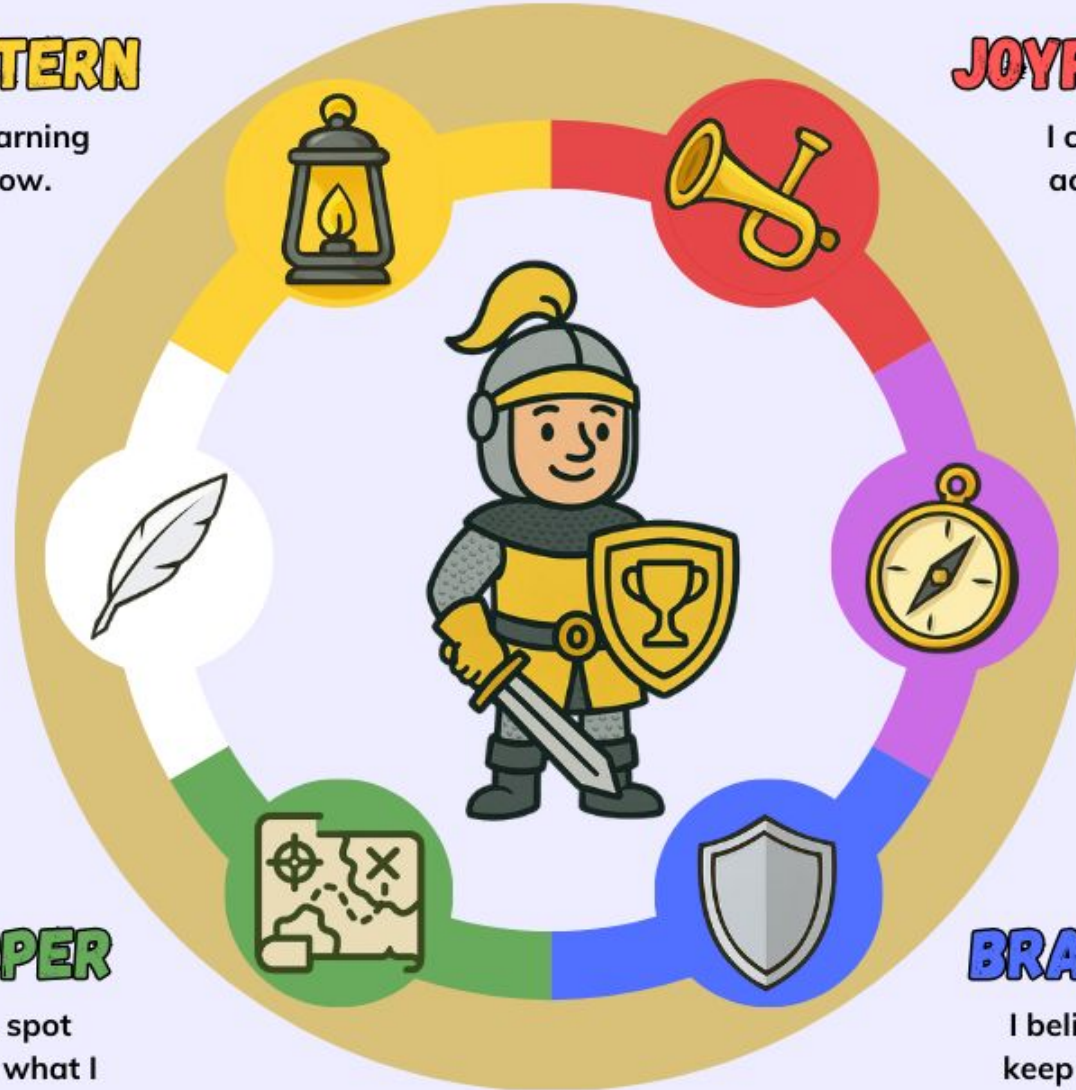
MIND MAPPER

I connect ideas, spot
patterns and use what I
know to learn more.



BRAVE SHIELD

I believe in myself and
keep going, even when
it's challenging.





Example timetable

Rosen Class Timetable – 2026 – 27

	8.30 – 8.50am	8.50 – 9.10am	9.10am – 9.50am	9.50 – 10.50am	10.50 – 11.15am	11.15 – 11.45am	11.45 – 11.50am	11.50 – 12.10pm	12.15 – 1.15pm	1.15 – 2.40	2.40 – 3.00pm
Monday	Morning handwriting And fine motor activities	Collective Worship	Phonics	English input and writing activity	Break time	English writing	Tidy up time	<u>Maths</u> input	Lunch	Computing	Tidy up Talk through stories Home time
Tuesday	Morning handwriting	Collective Worship	Phonics	<u>Maths</u> input and activity	Break time	<u>Maths</u> activity	Tidy up time	English input	Lunch	Topic - geography	Tidy up Talk through stories Home time
Wednesday	And fine motor activities	Collective Worship	Phonics	English input and writing activity	Break time	English writing	Tidy up time	<u>Maths</u> input	Lunch	P.E.	Tidy up Talk through stories Home time
Thursday PPA	Morning handwriting	Collective Worship	Phonics	<u>Maths</u> input and activity	Break time	<u>Maths</u> activity	Tidy up time	English input	Lunch	Forest School PPA (Science)	
Friday	And fine motor activities	Collective Worship	Phonics	R.E. input and activity	Break time	R.E. activity	Tidy up time	PSHE input	Lunch	Topic – DT 1.15 – 2.25pm	Music – 2.30 – 3.00pm

Topic



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic History / Geography & Art / D&T	What is it like here? <i>Geography</i> Structures – stable structures DT	How am I making History? <i>History</i> Drawing – exploring line and shape Art	What is the Weather like in the UK? <i>Geography</i> Textiles – simple stitches DT	How have toys changed? <i>History</i> Painting Art	What is it like to live in Shanghai? <i>Geography</i> Mechanisms – wheels and axles D&T	How have explorers changed the World? <i>History</i> Sculpture – paper sculptures Art





PE and Forest School

PE is taught by the class teachers and coaches from Club Sport.

Club Sport will deliver half a term of Forest School session for each class in the Autumn Term.

PE days:

Rosen - Wednesday

Jeffers - Monday

Forest school:

Rosen - Autumn 1

Jeffers - Autumn 2



Worship

Worship is a time when we come together as a school community.

- Monday - Weekly theme / Rev Vick
- Tuesday - Open the book
- Wednesday - Singing
- Thursday - Wellbeing in Class
- Friday - Celebration



One of our many celebrations on a Friday is our golden box. Children can bring in any achievements from outside of school including certificates and medals. Examples include sports, music, drama and fundraising achievements. These need to be put in the golden box before Friday each week.



Arrival and pick up

Arrival

- ☐ Gates open at 8.25am
- ☐ Whistle is blown at 8.30am.
- ☐ Handwriting and reading lessons begin swiftly after the register is taken.
- ☐ The gate will be locked at 8.35am ready for a prompt start to the day.
- ☐ Please ensure children are on time to school.

Pick up

- ☐ School finishes at 3pm.
- ☐ Children attending All Kids Active after school club will be taken there and registered.
- ☐ Parents collect from the playground.
- ☐ Change of collection arrangements should be communicated via the Office.



Communication



Day-to-day

- Messages for teachers should be emailed to the office - office@st-georges.bucks.sch.uk

Additional communication

- ☐ Half termly curriculum newsletter
- ☐ Autumn term and Spring term parent consultations
- ☐ Fortnightly school newsletter



Home learning

- Complete the activities at your leisure and hand it in on **Wednesday 14th October.**



Subject	Learning Task		Completed
Maths		With an adult, stand outside your home and for 5 minutes, tally the number of vehicles that go past. Record how many cars, lorries, buses, vans and bikes you see.	
Writing		Write a postcard or letter to a family member or friend telling them all of the wonderful things about living in Amersham.	
Reading		Visit your local Library and read/listen to a book with your grown up. What did you like about the story? Why? Who were your favourite characters? Why? Would you recommend the book to a friend? Why?	
Art		Choose your favourite place in the local area and draw or paint a picture of it.	
Geography		Create a map of the road you live on, the local park or the high street in Amersham. Create your own symbols and add a key to show features such as; houses, shops and trees.	





Parent partnership

- ☐ Volunteer readers welcome in school, in your child's class or another area of the school. Must be a weekly commitment and a DBS check will be needed.
- ☐ School trips
- ☐ [Amazon wish list](#) updated termly
- ☐ PTA - sign up via [Classlist](#)
- ☐ Keep an eye out for more parent workshops in the future



Questions and feedback

- Feel free to ask any questions you may have.
- When leaving the school, please leave your feedback about this meet the teacher event.

