Welcome to Year 1

September 2026

Year 1 - Our Teaching Team

Cinnamon class

Amber Class

Year 1 - Our Teaching Team- class TA's

Cinnamon class

Amber Class

Curriculum and teaching

We follow the National Curriculum - Year 1 marks the beginning of Key Stage One.

Children will be taught in both whole class and groups each day. Our continuous provision model allows for individual skills development at the level each child requires.

Learning in Year 1

Children in Year 1, under our new model, continue to learn through play. This is a continuation of their EYFS education and is recognised in research to be best for children during this important transition.

Alongside independent play children will do daily focused activities with an adult, such as maths, English, science or geography based learning.

Children will also be encouraged to ‘complete the rainbow challenges’ over the course of a week.

Year One - Continuous Provision Model

Research has shown for over a decade the importance of good transition from the EYFS to Year 1.

There is a lot of informative literature on this subject such as Early Excellence, Let me be 5 and writing by practitioners such as Alistair Bryce Clegg.

We will run the continuous provision model, where children have some choice over their learning alongside focussed activities with an adult. There will be different activities set out on each table all linked to our curriculum for the children to complete each day.

We will open the doors between the classrooms to enable a large learning space.

What is next?

We will revisit the provision regularly for the children to ensure it is meeting the needs of the children and to ensure we are delivering the curriculum.

The provision will become more formal as the year goes on so that children are well prepared for the next stage into whole class teaching.

General Information

PE will be on **Thursday** for Amber class and **Tuesday** for Cinnamon class. Please ensure your children come to school dressed in their PE kit.

Reading books we will continue to send home a phonetically decodable reading book via the ereader and your child will also bring home a sharing book to read together. Please return these books before Friday each week so the children are able to choose a new one.

Uniform and other belongings Please make sure ALL items are named which your child brings to school, this is especially true of water bottles and jumpers. Spare clothes bags can also be left on pegs.

English

- Practise correct formation of the letters of the alphabet during handwriting sessions. We now use **Letterjoin**
- Daily phonics sessions - *more later*
- Three reading practice session per week.
- Use of capital letters and full stops in their writing.
- Recognising phase 2 and 3 phonemes. (and onto Phase 5 as the year progresses)
- Recognising initial, middle and final sounds of simple words.
- Identifying and using repetitive language in stories.
- Using high quality text and a Power of Reading approach - by talking about, retelling and innovating stories.

Phonics - Little Wandle Revised Letters & Sounds

We will continue to follow the Little Wandle Scheme which has offered children such a good foundation in Reception.

We teach phonics daily, where children have a 25-30 minute daily session. By the end of Year 1 they will be secure in Phase 5 phonics.

Please see the Little Wandle website for more information.
Link

Reading

Each week your child will take part in 3 reading practice sessions with an adult using the same **reading practice book.**

Session 1 - Decoding (using phonics to work out unfamiliar/difficult words and build familiarity with the text.)
Session 2 - Prosody & Comprehension
Prosody (honing skills of using expression and intonation when reading.)
Comprehension (by discussing content and meaning, making inferences etc.)

Maths - White Rose Maths

- [ ] Numbers within 10.
- [ ] Adding and Subtracting within 10.
- [ ] Shapes and Patterns.
- [ ] Numbers to 20.
- [ ] Addition and Subtraction within 20.
- [ ] Time
- [ ] Numbers to 50.
- [ ] Addition and Subtraction within 50.
- [ ] Fractions
- [ ] Measures: Length and Weight

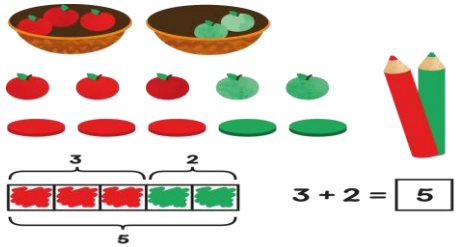
Maths - mastery approach

At Frith Manor School we follow a Mastery Approach to teaching Mathematics.

This is a method that focuses on depth and not breadth. For instance, using higher numbers does not necessarily mean that children are developing higher level thinking as the learning is the same.

We aim to get children to explore concepts in more detail, spending more time reinforcing number concepts and moving through new learning using a concrete, pictorial and abstract approach. This year we will be moving away from a heavy worksheet based approach to a more practical one.

Methods of teaching - Concrete, Pictorial, Abstract



The Concrete, Pictorial, Abstract Framework at a glance:

- An essential technique of maths mastery that builds on a child's existing understanding.
- A highly effective framework for progressing pupils to abstract concepts like fractions.
- Involves concrete materials and pictorial/representational diagrams

Methods of teaching - Concrete, Pictorial, Abstract

Concrete – The 'doing' stage. Using objects to help model problems. Children get the chance to experience and handle physical objects.

Pictorial – The 'seeing' stage. Using visual and picture representations to help reason and solve problems.

Abstract – The 'symbolic' stage. Once children have developed a secure understanding of number through concrete and pictorial methods, they will have the knowledge to use abstract methods such as numerals and operation signs to represent their thinking.

Science

Our topics this year are:

Plants and trees

Humans and animals 1

Everyday Materials

Humans and animals 2

Seasonal change

Working scientifically - runs throughout the year

Foundation Subjects - example

Geography:

What is it like here? (local geography)
What is the weather like in the UK?
What is it like to live in Shanghai? (contrasting location)

History:

How am I making history?
The history of toys.
How have explorers changed the world?

Foundation Subjects - example

Art:

Drawing

Painting

3D structure

Textiles

Printing

PE:

Running

Dance

Gymnastics

Ball skills

Games

Trips

We are keen to offer the children experiences outside of the classroom, both in our amazing school grounds (forest, field and pond) and other trips and visits.

We will let you know as soon as soon as we have any further details regarding trips.

Home Learning

- We will begin sending homework home for the children in the Spring Term. The children will receive the homework on a Friday in a homework book and will need to bring this back by Wednesday the following week at the latest. Phonics - words and sentences will be sent home weekly to practice.

- e-Book (**reading practice book)** each week

- **Sharing book** each week.

Home Learning

- Children will also be given a Homework book to work in, please submit any homework tasks to their Google Classroom account. We will ask for the homework books to be returned to school towards the end of each half term.

- You will receive your child's log in information soon. Please log in and join our online classrooms as soon as you can. We send reminders of events through google classroom.

- Practice handwriting via letterjoin.
  Letter join-handwriting practice
  Username: Qr1986
  Password: home

Donations

We politely and gratefully request a half termly donation of **£5** if you are able to.

This will be used to support our resourcing of the continuous provision and curriculum, including ingredients for cooking and enhancements to our provision.

This can be handed to a member of staff or paid via ParentPay.

Outside learning area

We recognise that the Year 1 playground is not what you or your children are accustomed to. We have tried out best, with limited resources and zero budget, to make it more inviting.

We would like to continue to grow this space to be able to use it more as an outdoor learning space. As the year progresses, children will be seated at desks more and more and the outside space will be used less for continuous provision and more for structure learning as well as break time play.

We kindly ask that before and after school this area and all the equipment is left untouched.

Class reps

Please could you let your class teacher know if you were the class rep in Reception and if you would like to continue in that role. If you would like to change, please have this discussion amongst yourselves and let us know as soon as possible.

Volunteers

As a school community we encourage parent involvements and would welcome ay parent to come in and share religious and cultural information and celebrations with the classes.

We also ask for volunteers for school events and trips, names are often drawn from a hat to make things fair.

We have allocated Friday afternoons between 2.30 -3.15 as our parent slot.

After school

Please let us know when you have your children's after school schedule so we know exactly where and when each child is going. If there is someone else collecting your child, please let either us or the office know as we cannot dismiss them otherwise.

It is important for your child's comfortability that they know where they are going each afternoon and who is collecting them.

Communication

All communication via email is done through the office. Google Classroom is not used as Tapestry was to upload daily updates. Please do not send us messages via this as it is not checked daily and messages will be missed.

We will post any important information and reminders on the door. CLass reps if you could please keep an eye on these and post the information on your class whatsapp groups.

Daily schedule

Monday- English, Handwriting, Science

Tuesday- Maths, PE (Cinnamon), Art (Amber), PSHE/RE

Weds- English, Handwriting, Maths

Thursday- , Maths, Art (Cinnamon), PSHE/RE

Friday- English, Topic, Library slot

Daily schedule

Star of the week certificate-weekly (one child from each class)

Dojo's-reset each week (prize for highest score) Points added as house points at the end of the week. House points are totalled throughout the whole school and at the end of each term the winning house gets a special activity.

Working together - benefiting each child

If you have any comments, questions or suggestions please speak to a member of staff.

If you have **any** concerns about your child's development please do not hesitate to speak to us, early intervention really can make a difference.