



# HARRIS PRIMARY SCHOOL

## WELCOME TO YEAR ONE

Be Kind • Be Thankful • Be Ambitious

Session 1 – 3:30 – 4:00

Session 2 – 4:00 – 4:30





## Parent's Information Evening

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Meet the Year 1 Team

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School & PE uniform

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Our school day

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Lessons and Learning in Year 1

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What should I send my child to school with each day?

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How can I help at home?

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School website

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Phonics & Reading

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Phonics Screening Check

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Home School Partnership and School Spider

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Any Questions?

## Meet the Year 1 Team



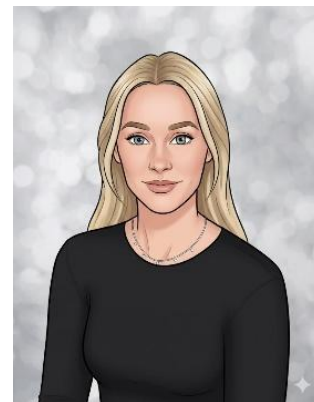
**Miss Rigby**  
Year 1 Class  
Teacher  
KS1 Lead



**Mrs Cookson**  
SENDCO  
Wednesday  
Cover



**Miss Wilkinson**  
Teaching  
Assistant



**Mrs Gray**  
Teaching  
Assistant



**Mrs Ball**  
Teaching  
Assistant



**Mr Ridge**  
PE Teacher

# School Uniform

## School Uniform

- Name all cardigans and sports jackets.
- Hair tied back
- We use the outdoor area in all weathers, so please ensure your child has a waterproof coat and wellies in school each day.

## PE Kit

- Harris Tracksuit
- Plain White T-shirt
- Navy shorts/ joggers
- Non-branded
- No earrings





# Our School Day

- 8:45am - 9:00am - Miss Rigby or Mrs Cookson will greet you at our door.  
*After 9am, please go to the school office to sign in.*
- 9:00 - Phonics
- 9:30 - Math / English morning
- 10:00 - Adult focus task & Enhanced Provision tasks
- 11:30 - Guided Reading
- 12:00 - Lunchtime and Lunchtime play
- 1:00 - Topic - Science, Geography, History, Art, DT
- Adult focus task, group work & Provision tasks.
- 2:45 - Star Assembly
- 3:15pm - End of day

*In Year 1 we have no set play time- children have access to outdoor provision during both the morning and afternoon sessions.*

|      | 8:45 - 9:00                | 9:00 - 9:30 | 9:30 - 10:20                                                  | 10:20 - 10:40 | 10:40 - 11:30                                               | 11:30 - 12:00  | 12:00 - 1:00 | 1:00- 2:30 | 2:30-3:00                                                    | 3:00 - 3:20             |
|------|----------------------------|-------------|---------------------------------------------------------------|---------------|-------------------------------------------------------------|----------------|--------------|------------|--------------------------------------------------------------|-------------------------|
| MON  | Early Work & Reading Books | Phonics     | MATHS<br><small>Learning choices / stick challenges</small>   | Assembly      | MATHS<br><small>Learning choices / stick challenges</small> | Guided Reading | Lunch        | SCIENCE    | MUSIC                                                        | Class novel & home time |
| TUES | Early Work & Reading Books | Phonics     | ENGLISH<br><small>Learning choices / stick challenges</small> |               |                                                             | Guided Reading |              | PE<br>PPA  |                                                              | Class novel & home time |
| WED  | Early Work & Reading Books | Phonics     | MATHS<br><small>Learning choices / stick challenges</small>   |               |                                                             | Guided Reading |              | HISTORY    | FRENCH                                                       | Class novel & home time |
| THUR | Early Work & Reading Books | Phonics     | ENGLISH<br><small>Learning choices / stick challenges</small> |               |                                                             | Guided Reading |              | GEOGRAPHY  | PSHE/ RE                                                     | Class novel & home time |
| FRI  | Early Work & Reading Books | Phonics     | MATHS<br><small>Learning choices / stick challenges</small>   |               |                                                             | Guided Reading |              | COMPUTING  | Star Assembly<br><br>Set up next week's Continuous Provision |                         |



## PE Day

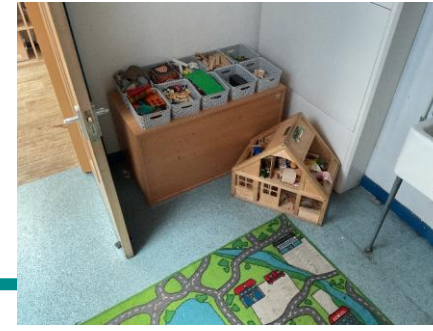


- Our P.E days are Friday morning. *This could change.*
- Please ensure you send your child to school in full school uniform.
- Please make sure that your child has their P.E kit in school for these days.
- P.E bags can be left in school and sent home every half term
- Children will get back dressed after P.E and return home in full school uniform.

# HARRIS PRIMARY SCHOOL

## Lessons and Learning Transition from Reception - Year 1

- Whole class carpet learning
- Adult focused task
- Learning choices & learning sticks
- Learning through play
- Outdoor classroom
- Trips and visitors



# What should I send my child to school with each day?

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Please ensure you send your child to school with:

- *Named* book bag: Remove the strap if possible.
- Reading pack with school books and reading record
- *Named* waterproof coat
- *Named* water bottle
- All KS1 children receive a free piece of fruit each day. Optional extra healthy snack from home.

**Must not contain nuts!**

## How can I help at home?

**Reading-** Listen to your child read often at home.

Record/Comment/Sign their reading records.

**Homework-** Complete a number of tasks over the half term. Record any tasks in the homework diary.

**Spellings-** Practice the weekly spellings on Spelling Frame.

**Spellingframe**

**Numbots-** Practice quick maths fluency.



# School Website



**HARRIS**  
Primary School

[Home](#) [Our School](#) [Curriculum](#) [Families](#) [Classes](#) [Staff Area](#) [Key Information](#) [Contact](#)



## Year 1 Curriculum

| YEAR 1<br>THEME                                     | Autumn 1<br>Fire! Fire!                                                                                                                                                              | Autumn 2<br>Penguins, Possoms<br>and Pigs                                                                                                                                                  | Spring 1<br>Family album                                                                                                                                       | Spring 2<br>Growth and Green<br>fingers                                                                                                                        | Summer 1<br>Robots                                                                                                                                    | Summer 2<br>Great Outdoors                                                                                                                                                         |
|-----------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Maths</b>                                        | Place Value<br>Length and Mass<br>Addition and<br>Subtraction<br>2-D and 3-D Shape                                                                                                   | Sequencing and<br>Sorting<br>Fractions<br>Capacity and<br>Volume<br>Money<br>Time                                                                                                          | Place Value<br>Mass<br>2-D and 3-D Shape<br>Counting and Money<br>Multiplication<br>Division                                                                   | Length and Mass<br>Addition and<br>Subtraction<br>Fractions<br>Position and<br>Direction<br>Time                                                               | Place Value<br>Addition and<br>Subtraction<br>Capacity and<br>Volume<br>Fractions<br>Position, Direction<br>and Time<br>2-D and 3-d Shapes            | Time<br>Multiplication and<br>Division<br>Statistics and<br>Calculation<br>Measurement<br>Sorting and<br>Sequencing                                                                |
| <b>Literacy</b>                                     | Repetitive stories<br>Story based on<br>model<br><br>Poems on a theme<br>Poem fireworks<br><br>Range of non-fiction<br>Information text to<br>go alongside London<br>town structures | Stories with a<br>familiar setting<br>Story based on<br>model<br><br>Non-chronological<br>reports<br>Information poster/<br>booklet (animal)<br><br>Poems on a theme<br>Poem animal themed | Traditional tales<br>Story- traditional tale<br>based on a model<br>recorded using ICT<br><br>Recounts<br>Recount - family<br>event                            | Classic stories<br>Story based on a<br>model<br><br>Instructions<br>Instructions - recipe<br><br>Traditional rhymes<br>Rhyme - based on a<br>traditional rhyme | Recounts<br>Recount 'creating<br>interest' moment<br><br>Fantasy<br>Story - fantasy about<br>own Robot<br><br>Poems on a theme<br>Poem - robot themed | Stories with a<br>familiar setting<br>Story based on a<br>model<br><br>Information texts<br>Information booklet<br>- outdoor activity<br><br>Poems on a theme<br>Poem - playground |
| <b>Geography<br/>SEASONAL<br/>WEATHER - ongoing</b> |                                                                                                                                                                                      | How can we look<br>after the penguins?<br><br>World: Continents,<br>oceans, equator                                                                                                        | Where do I live?<br><br>UK - countries and<br>capitals                                                                                                         |                                                                                                                                                                |                                                                                                                                                       | What's the weather?<br><br>UK & local seasonal<br>& daily weather<br>patterns                                                                                                      |
| <b>History</b>                                      | Why did London<br>burn and how do we<br>know?<br><br>Events beyond<br>living memory -<br>National OR global<br>Topic: Fire of London                                                 | Tell me - Who<br>discovered the<br>poles?<br><br>Lives of significant<br>people who have<br>made national and<br>international<br>contributions.<br>Topic: polar explorers                 | mini topic as part of<br>art<br><br>Significant people:<br>(Comparison made<br>across periods)<br>Picasso and Warhol<br>(look at similar images<br>i.e. faces) | Who's in my family &<br>where do we come<br>from?<br><br>Changes in living<br>memory - national<br>Topic: Family past and<br>present                           |                                                                                                                                                       |                                                                                                                                                                                    |

## Half term newsletters

| HARRIS PRIMARY SCHOOL<br>Be Kind • Be Thankful • Be Ambitious                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                     | YEAR 1 NEWSLETTER<br>Autumn 1 <sup>st</sup> Half 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>I hope you've all had a lovely summer break and are looking forward to starting a new school year with us in Year 1. The boys and girls have settled well into the classroom and our routines. We are delighted to have Miss Rigby team teaching with myself over this first half term. We are fortunate to have Miss Wilkinson working with us daily. Any questions, please don't hesitate to ask on the door or you can email myself or Miss Rigby during school hours<br/><a href="mailto:s.vella@harris.lancs.sch.uk">s.vella@harris.lancs.sch.uk</a> <a href="mailto:l.rigby@harris.lancs.sch.uk">l.rigby@harris.lancs.sch.uk</a></div> |                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>English</b><br>We have an exciting unit based around the theme of Fire! Fire! For the first three weeks our focus text will be <u>Zog</u> by Julia Donaldson. After the reading phase, we will write an alternative version to the story. Later in the half term, we will read firework poems and write our own which we will perform. Finally, we will read non-fiction texts about The Great Fire of London and write our own information text about events linked to our History unit.                                                                                                                                                      |                                                                                     | <b>Maths</b><br>We will begin this half term by looking at number and place value for two weeks. We will be counting items up to 30 including groups of tens. Following on from that, we will explore length and mass using non-standard units to measure. Then, we will focus on addition and subtraction by counting on and back across 10 using a range of maths resources to help us. Finally, we will learn about 2-D and 3-D shapes which includes circles, triangles, square rectangles, oblong rectangles, spheres, pyramids, cubes and cuboids.                                                                                                                                                                                                                                                                                                    | <b>Phonics/Reading</b><br>Please read as often as possible at home with your child and make a brief comment in their reading record. Your child will come home with 2 home reading books on their selected book changing day. We recommend the following: <ul style="list-style-type: none"><li>• One night your child reads one book to decode and apply their phonic knowledge to read any new, unfamiliar words. Parents can read parts of the book too to help.</li><li>• The next night, re-read the same book. Your child should be able to read this more confidently and develop a better understanding of the book.</li><li>• Repeat with your child's second book.</li></ul> This week, we will allocate the day that your child's will be changed. You will be able to ask us when their day is. Please ensure their reading books are in school every day. |
| <b>Art</b><br>This half term, we are learning about the artist and sculptor Joanna Vasconcelos and her creative sculptures, which she created using everyday materials. We will use paper and pipe cleaners to create our own firework sculptures.                                                                                                                                                                                                                                                                                                                                                                                                |  | <b>Science</b><br>In Science, we will be learning about animals. The children have asked some great questions about what they want to learn. We will learn the names of fish, amphibians, reptiles, birds and mammals then group animals based on their features. Then we will learn about animal diets and those that are carnivores, herbivores and omnivores and what they eat.<br><br><b>ALERT:</b> This may involve digging in some animal poo to help us investigate. (child friendly of course)<br>The children will learn that all living things move, feed, grow, use their senses and reproduce.<br>If anyone has a pet that fits into any of these groups, it would be lovely if you could visit the class with them so the children can ask questions and see the features of these animals. Please speak to Mrs Vella if you are able to help. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

## Homework

|                                                                                                                                                                                                                                                                                   |                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Learn and recite the Great Fire of London Poem. You can also print this off and draw on or around it to decorate. Record yourself or you can perform it in class.                                                                                                                 | Write a book review about one of your favourite books. Bring it into school for our reading area. A template can be found on Google Classroom                | Bake something with your family. Take a photo and share it on Google Classroom.<br><br>Maybe bake some animal shape biscuits and decorate.                                                                                                                                                                                                                                                                                                                               | Draw your own story map for Zog                                                                                                                                                                                                                 |
| Write some questions that you would ask the people living in London during the Great Fire. Remember... Capital letters Finger spaces Phonics and Tricky Words Question Marks                                                                                                      | Research these words for our DT project about houses in 1666. Thatched roof Wattle and daub Small panes of glass Jetty Black timber                          | Animals Make an Animal fact card. Draw images and write simple sentences or captions. The link shows an idea to help you. <a href="https://www.twinkl.co.uk/resource/primary-animals-fact-cards">https://www.twinkl.co.uk/resource/primary-animals-fact-cards</a><br><br>Dressed like a Robot (with leg 10000) <a href="https://www.twinkl.co.uk/resource/primary-robots-dressed-like-a-robot">https://www.twinkl.co.uk/resource/primary-robots-dressed-like-a-robot</a> | Draw your magic mirror and step into it as one of the people living in London during The Great Fire of London. What can they see, hear, feel, smell? What might they be saying?                                                                 |
| Look, Cover, Say, Write, Check your weekly spellings. Your spelling list can be found in your spelling and homework books.                                                                                                                                                        | Write down 3 unknown words from your reading book and talk about what they mean. Hand your 3 words to Mrs Vella in class and tell her what they mean.        | Think of two different animals that you like and compare their differences. Eg you could compare a tiger (mammal) to an owl (bird) write down 3 differences and bring it to show Mrs Vella in class.                                                                                                                                                                                                                                                                     | Draw/trace a picture of a house from 1666. Add labels to your house explaining what the parts are called or made out of. Include small panes of glass, Jetty, Thatched roof and black timber.                                                   |
| Play Daily 10 weekly Select Level 1 or 2 Choose which unit to complete Manual option is untimed Record your 10 answers on paper Check and mark your answers at the end. <a href="https://www.topmarks.co.uk/mathsgames/daily10">https://www.topmarks.co.uk/mathsgames/daily10</a> | Play Phonics Bloom weekly matched to the sounds your phonics group learnt this week. <a href="https://www.phonicsbloom.com">https://www.phonicsbloom.com</a> | Play Hit the button weekly. Focus on learning number bonds to 10 and 20. <a href="https://www.topmarks.co.uk/mathsgames/hit-the-button">https://www.topmarks.co.uk/mathsgames/hit-the-button</a>                                                                                                                                                                                                                                                                         | Play on Sky Writer weekly. Focus learning on letter formation for lower case letter. Watch the aeroplane make the letter then copy it into your homework book. Sky Writer - mobile friendly <a href="https://www.ictgames.com">ictgames.com</a> |

## Spelling Frame



## Numbots



## Phonics & Reading

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- Week 1 - Assess the children's phonics.
- Week 2 - Start daily phonics in small groups
- Reading books match their phonic lessons so should all be phonetically decodable.
- Groups are flexible so these could change over the half term.
- We follow the Red Rose Letters & Sounds Phonics scheme.
- Book changing days - Books will be changed on your child's reading day. Feel free to ask in September when your child's book changing day is.

# Year 1 Phonics Screening Check

Week beginning 14<sup>th</sup> June 2027

The phonics screening check contains 40 words.

The check is designed to give teachers information on how your child is progressing in phonics/reading.

Pass mark  
32 out of 40

Pass mark  
31 out of 40

| Section 2                                                                                   | Section 2 |
|---------------------------------------------------------------------------------------------|-----------|
| brend    | label     |
| throst  | vanish    |
| stret  | blossom   |
| spraw  | thankful  |

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# Home School Partnership



We know that communication is key between home and school, and we have an open-door policy.

- Before and after school face to face
- Email: [staff@harris.lancs.sch.uk](mailto:staff@harris.lancs.sch.uk) (*replies during school hours*)
- Photos and learning on our school Facebook page and Class Website (*parental consent required*)
- School Spider: whole class messages and information

- Parents Evenings

Autumn term- settling in and book look.

Spring term- Child's progress and Reading Writing Maths targets and book look.

- End of Year report

- SENDCO: Mrs Cookson [h.cookson@harris.lancs.sch.uk](mailto:h.cookson@harris.lancs.sch.uk)



**Any questions,  
please feel free to  
come and ask?**