

# Welcome



Year 1 Meet the Teacher Evening  
Wednesday 10<sup>th</sup> September 2025

Miss Ward

Monday, Tuesday morning, Wednesday morning  
and alternate Wednesday afternoons

Miss Scott

Thursday and Friday

Mrs Harrop

Tuesday afternoons, alternate Wednesday  
afternoons,

Friday (PE) 1:30 - 2:30



Teaching Assistants: Mrs Pickford and Mrs  
Dobson



# PE

- PE this half term will take place on Fridays.
- Your child should come to school in their PE kits on this day.
- We endeavour to be outside as much as possible so an outdoor kit will be needed - this can include trainers, a hooded top or sweatshirt and jogging bottoms.
- Please ensure that on PE days your child wears no jewellery.
- Your child will also complete the daily mile throughout the week.

# Transition from Reception

- In Year 1 we will follow the National Curriculum.
- There is no online learning journey in Year 1.
- We will keep you updated on the Year 1 homepage on our school website.
- Steady transition, expectations increasing each week.



# Daily Routine

8:45	School starts for Year 1
9:00 – 9:30	Phonics
9:30 – 10:30	English
10:30 – 10:45	Assembly
10:45 – 11:00	PLAYTIME
11:00 – 11:55	Maths
11:55 – 12:55	LUNCHTIME (lunch first, then play)
12:55 – 1:25	Reading time
1:25 – 3:00	Other curriculum subjects
3:00 – 3:15	Storytime

From international bestseller  
**OLIVER JEFFERS**



**LOST and FOUND**





## Year 1 Curriculum Matrix

Subject Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English</b>	<u>Lost and Found</u> To write an adventure story based on the structure of 'Lost and Found' with a new animal	<u>Nibbles the Book Monster</u> To write a diary entry in the first person (Nibbles) based on Nibbles' adventures in the story	<u>The Lion Inside</u> To write a story about a small animal (mouse) who befriends a large animal in the African savannah	<u>The Curious Case of the Missing Mammoth</u> To write a story based on the structure of 'The Curious Case of the Missing Mammoth' with a change of character	<u>Toys in Space</u> To write a fantasy story about some toys who are taken onto a spaceship. They will be changing the characters in the story	<u>Goldilocks and Just the One Bear</u> To write a new version of the story with a new character or new setting
<b>Maths</b>	Number and place value: number to 10  Calculations: addition and subtraction	Geometry: Positions  Number and place value: number to 20  Calculations: addition and subtraction within 20	Calculations: addition and subtraction within 20  Geometry: Properties of shape  Measurement: Height and Length	Number and place value: number to 40  Calculations: addition and subtraction  Calculations: multiplication	Calculations: multiplication  Calculations: division  Fractions  Number and place value: number to 100  Measurement: time	Measurement: money  Measurement: volume and capacity  Measurement: mass  Geometry: position and directions
<b>Science</b>	<u>Animals including humans</u> How are humans and animals different or the same?		<u>Everyday Materials</u> To distinguish between an object and the material it is made from		<u>Plants</u> How do plants grow?	

# Seasonal Changes and Working Scientifically

Autumn, Winter, Spring and Summer

<b>History</b>	<u>Florence Nightingale</u> Who was Florence Nightingale and why do we remember her?	<u>Great Fire of Nantwich</u> When was the fire of Nantwich and how do we know about it?	<u>Rode Hall</u> What was it like to live or work at Rode Hall during the Georgian times?
<b>Geography</b>	<u>Locational Knowledge and Place Knowledge</u> Naming and locating the Earth's 7 continents and 5 oceans	<u>Weather and Seasons</u> How does the weather change through the seasons in the UK?	<u>Geographical Skills and Fieldwork</u> Maps and Compass work. Aerial photographs and plans
<b>Computing</b>	<u>Digital Literacy / Computer Science</u> Technology in the classroom	<u>Programming</u> What is an algorithm and what is a computer program?	<u>Physical Computing</u> How do you program a robot (Bee-Bots)?
<b>RE</b>	<u>Christianity</u> Creation, Harvest, Christmas	<u>Christianity</u> Friends, Easter	<u>Christianity</u> Churches as a place of worship
<b>Art</b>	<u>Drawing, painting, printing</u> Andy Warhol -Pop Art	<u>Drawing, painting, collage</u> Colour Chaos	<u>Drawing, painting, 3D sculpture</u> Making Birds
<b>Design Technology</b>	<u>Mechanisms – Moving story book</u> To follow a design to create moving models that use levers and sliders	<u>Cooking and Nutrition – Fruit and Vegetables</u> To cut food safely	<u>Mechanisms – Wheels and Axles</u> To create clearly labelled drawings that illustrate movement
<b>PE</b>	<u>Games / Dance</u> Cricket Dance and movement	<u>Games / Yoga</u> Kicking, throwing and catching with control	<u>Gymnastics / Athletics</u> To run and jump with control
<b>Music</b>	<u>Pulse and Rhythm</u> Identify the difference between pulse and rhythm	<u>Christmas Production</u>	<u>Classical Music, Dynamics and Tempo</u> To learn and perform a song as a class
		<u>Timbre and Rhythmic Patterns</u> Fairy tales theme	<u>Pitch and Tempo</u> Superhero theme
			<u>Vocal and Body Sounds</u> By the sea theme





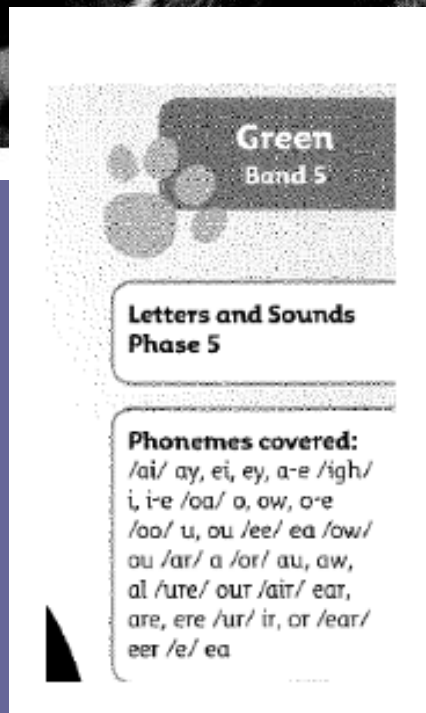
# Reading



# Reading in Year 1

- The children will be changing their books weekly.
- The children will all take part in a guided reading session at least once a week.
- The children need to re-read books to build up their fluency and confidence in word reading.
- The children need to have a good understanding of what they have read.

# Guided Reading



Before reading



Introducing phonics: Phase 5

Your child is learning that phonemes (letter sounds) can be written in different ways. Print and say each phoneme together.

'ai/ ay ei ey a-e

/e/ ea

/ow/ ou

'igh/ i i-e

/u/ o

/ar/ a

'oa/ o ow ol o-e

/or/ aw augh al

/ure/ our

'ee/ ea

/ur/ ir or

/ear/ eer

'oo/ u ou

/air/ ear are ere

Read the words together.

they reindeer kind upside boulders bone  
Polar meadows out each group paws  
caught small other world there bear rare

Common exception words:

of to into by so where house we the be  
their are one have



# What you can do to help



The role of parents/ carers is vital in supporting your child to read.

- Listen to your child read at least 4 times a week.
- Please write in their reading record and inform us of how your child has read.
- Read to your child.
- Discuss word meanings and predict what might happen next.



# Questions to Ask

## AP2

I can understand, describe, select or retrieve information events or ideas from texts using questions.

Where does the story take place?

When did the story take place?

What did he/she look like?

Where do the characters live?

Who are the main characters?

What happened in the story?

What kinds of people are in the story?

What happened after...?

Can you tell me why ...?

Describe what happened at / when.

.....

## AP3

I can deduce, infer and understand information from the text that I am reading.

What does the word .... imply / make you think of?

If you were going to interview / ask a character a question—who would you ask and what would your question be?

What do you think will happen because of .....?

Through whose eyes is the story told?

Why do you think .... feels ...?

If this was you, what would you do next?

How have the characters changed during the story?

Predict what you think is going to happen next. What makes you think this?

How do you know that...? (Deduce / infer)

What does the main character feel at this point in the story? How do you know this—can you pick out a sentence?

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## AP4

Think about the structure and organisation of the text—what it looks like?

How do headings help you when you scan the text?

How does the layout help the reader?

How does the title of the story encourage you to read more?

Some of the text is printed in a different way, why do you think the writer does this?

Why has the author repeated structures, words and phrases?

What is the purpose of the pictures?

Why did the author choose to change paragraphs here?

Why has the author used 'Text boxes' for key points?

What is the purpose of the chapter titles?

Which words tell you what order to follow?

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# Writing





# Writing in Year 1

- Children will be gradually introduced to daily writing linked to our class story.
- There will be a focus on **letter formation**; forming lower case and upper case letters correctly.
- We encourage talk for writing, we want children to **think it, say it, write it!**
- Children are asked to 'read back' their work.



We will be teaching the children to use:

- Capital letters and full-stops
- Connectives (*because, and, so, when*)
- 'Wow' words - Adjectives

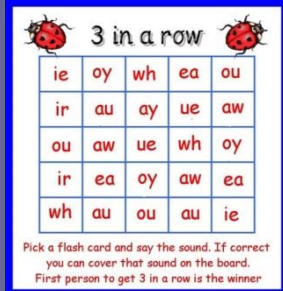


# What you can do to help

- If your child wants to write, try to help them form their letters correctly.
- Let them see you write.
- Remember 'Think it, say it, write it!'
- Help them to spell HFWs and tricky words.

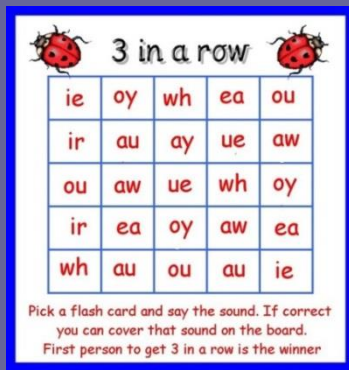


# Rode Heath Phonics Programme



# Phonics

- Every morning 9.05am -9.30am your child will take part in a phonics session.
- Groups are taught by teaching assistants and teachers and groups may change as we assess the children.
- Homework will be set weekly by the person in charge of their phonics group.
- Your child will continue to apply phonic knowledge and skills to decode words.







# What you can do to help

- If writing at home please encourage your child to have a go at spelling words.
- Help them 'stretch' words out so they can hear all the sounds when spelling.
- Encourage them to 'segment and blend' when reading new words.
- Praise them for trying.



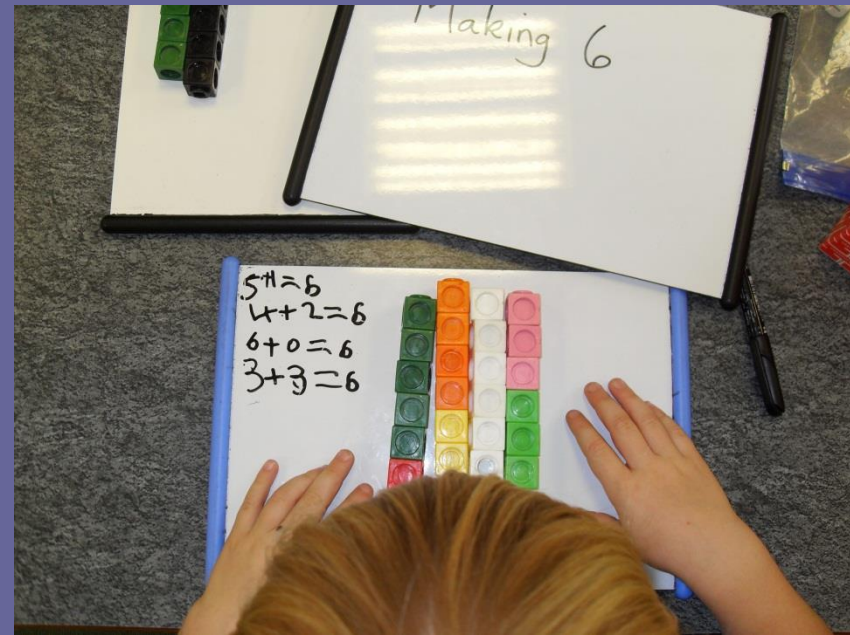
# Year 1 Phonics Screening

- This is a statutory test for all children in Year 1 and will take place during the summer term (usually around the 11<sup>th</sup> June).
- The screening check consists of a list of 40 words which are a combination of both real and non-words. Non-words are included to test children's phonic decoding skills.
- We refer to the non-words as 'alien words.'

Practice sheet: Real words	Practice sheet: Pseudo words
in	ot 
at	vap 
beg	osk 
sum	ect 



# Maths

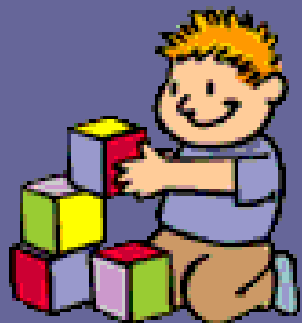


# Maths



- Maths lessons will be daily.
- Lots of maths in Year 1 will be practical to enhance understanding.
- We will be using a mastery maths scheme
  - Maths no Problem.

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# Some maths objectives for Year 1

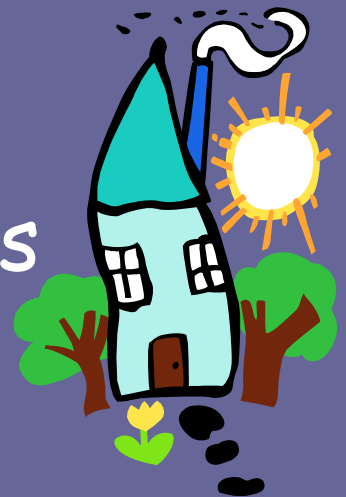
- Count up to 100 and beyond.
- Begin to read and write numbers to 100 in numerals and words.
- Count in 2s, 5s and 10s.
- Know number bonds/facts for numbers to 20.

# What can help you?

- Please spend time visiting the website
- Year 1 page has videos to show you how we teach early skills and it has the end of year expectations as well as the weekly learning objectives
- The maths web page also gives you all the detail you need to support your child and to understand truly how we teach maths at Rode Heath

# What you can do to help.

- Ensure numbers are formed correctly.
- Help your child understand 'teen numbers' - these are the trickiest.
- Play cards, snap, games using dice which involve quick adding calculations. Help your child to distinguish between mathematical symbols (+, -, =)
- Make the most of 'Real life' maths opportunities.







# Homework



## Maths

Set each Wednesday to be completed by the following Monday, alternating between Numbots and the Maths Homework book, 'the orange book'.

## Phonics

Set each Friday to be handed in the following Wednesday in 'the green book'.

## Reading

Reading minimum of 4 times a week and to be recorded in reading diaries.



# Reminders

- Please send in book bags, water bottles and snacks on a daily basis.
- Please comment in reading records when you have read with your child, you can also write any non-urgent messages.
- Please sign reading diaries and fill in permission form.
- Check out our website weekly to see what we are up to!
- If you have any worries please let us know.

*School Telephone Number - 01270 314414*  
*School Email - [admin@rodeheath.cheshire.sch.uk](mailto:admin@rodeheath.cheshire.sch.uk)*

Keeping up with what's going on!

<http://www.rodeheath.cheshire.sch.uk/>

To keep up to date with our school  
calendar and class page.

*Thank you*