
WELCOME TO YEAR 1

Parent Curriculum Meeting
Monday 22nd September 2025



AGENDA

- What is year one all about?
 - Curriculum coverage
 - Phonics Screening Check
 - Homework
 - General school rules and expectations
-

Year One is all about learning how to
be more independent!



Maths



Year 1 Maths Outcomes

	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 term	Number Place value (within 10) FREE TRIAL VIEW					Number Addition and subtraction (within 10) VIEW					Geometry Shape VIEW	Consolidation
Spring term	Number Place value (within 20) VIEW		Number Addition and subtraction (within 20) VIEW		Number Place value (within 50) VIEW		Measurement Length and height VIEW		Measurement Mass and volume VIEW			
Summer term	Number Multiplication and division VIEW		Number Fractions VIEW		Geometry Position and direction VIEW	Number Place value (within 100) VIEW		Measurement Money VIEW	Measurement Time VIEW		Consolidation	

FLASHBACK 4

Completed daily by children,
usually as they come in on a
morning.

Linked to previous learning/topics
in Maths.

Flashback 4

Year 1 | Week 4 | Day 1

White Rose
MATHS

1) One less than 8 is

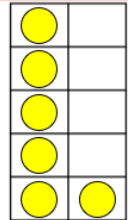
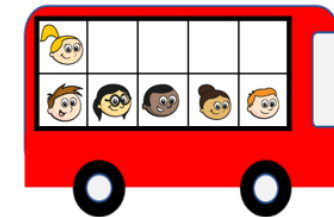
2) What comes next?



3) How many socks?



4) How many children are
on the bus?



FLUENCY

MATHEMATICAL FLUENCY IS THE ABILITY TO QUICKLY AND ACCURATELY RECALL MATHEMATICAL FACTS AND CONCEPTS

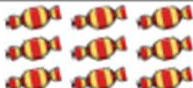
In every maths lesson there is opportunity for fluency in different ways e.g. pictorial.

Children will practise their fluency during independent maths activities in their books or in our maths area as continuous provision.

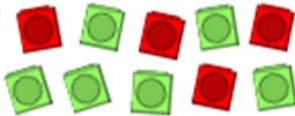


Counting objects to 10 *

1 Write the number of objects in each group.

a		There are _____ balls.
b		There are _____ party hats.
c		There are _____ pencils.
d		There are _____ bats.
e		There are _____ apples.
f		There are _____ doughnuts.
g		There are _____ bears.
h		There are _____ sweets.

1 How many of each coloured cubes are there?

a		There are _____ orange cubes. There are _____ purple cubes.
b		There are _____ red cubes. There are _____ green cubes.
2 Complete the sentences or colour the objects to show the correct amount.		
a		There are _____ yellow balloons. There are _____ green balloons. There are _____ blue balloons.
b		There are _____ 3 _____ pink doughnuts. There are _____ 2 _____ brown doughnuts. There are _____ 4 _____ blue doughnuts.
c		There are _____ blue pencils. There are _____ yellow pencils. There are _____ red pencils.

REASONING

REASONING IN MATHS IS THE PROCESS OF APPLYING LOGICAL THINKING TO A SITUATION TO DERIVE THE CORRECT PROBLEM-SOLVING STRATEGY FOR A GIVEN QUESTION

Reasoning is a core part of every maths lesson. It allows children to develop their mathematical reasoning and 'prove' how they know something.

Tom rolls a dice.
He rolls 1 more than 3



Tom has rolled the number 2

What mistake has Tiny made?



Reasoning

There are 9 children. Each child gets an apple.



There are enough apples for one each.



Is Che correct? No

Explain how you know.

**There are only 8 apples.
9 apples are needed for one each.**

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MARVELLOUS MATHS

Children complete these times table superhero tests every half term. Children are awarded a certificate if they defeat that hero. Each child will work on the 'superhero' matched to their ability. They can only move onto a new superhero when they defeat the previous one.



Marvel-lous Maths

Captain America



Complete the following sequences (counting in 1s)

1	2	3	4			7		
15	16		18	19		21		
	14			17			20	21

Complete the following sequences (counting back in 1s)

11	10	9		7			4	
		12				8	7	6
9	8		6			3		

Fill in the missing numbers:

17	16	15			12			
		4		6			9	10
19	20			23			26	

Secure

More revision required

Superhero Tests		Rec	Year 1	Year 2
	QUICK SILVER Subitising to 5			
	CAPTAIN MARVEL Subitising up to 10			
	ANT MAN Doubles and halves to 10			
	CAPTAIN AMERICA Identify missing numbers with counting on and back in ones			
	AQUA MAN Doubles and halves to 20			
	SILVER SURFER Number bonds to 10			
	MR FANTASTIC Count to 100, forwards and backwards, beginning with 0 or 1, or from any given number.			

END OF YEAR MATHS OUTCOMES

- ✓ Count to and across 100
- ✓ Read and write numbers to 100 in numerals
- ✓ Understand and use the symbols for addition, subtraction, and equality $+$ $-$ $=$
- ✓ Perform addition and subtraction of 1 and 2-digit numbers within 20
- ✓ Recognise halves and quarters
- ✓ Know the value of coins
- ✓ Tell the time to the hour and half-hour.



READING AND PHONICS

Reading a book and chatting had a positive impact a year later on children's ability to...

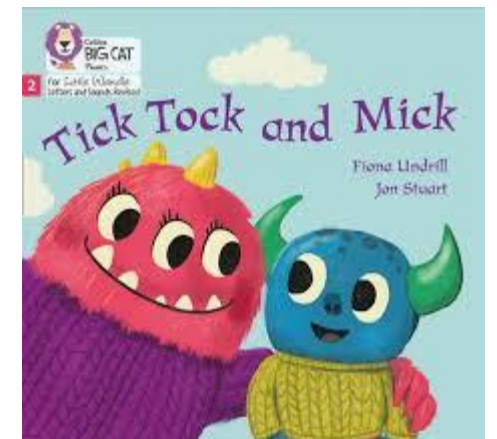
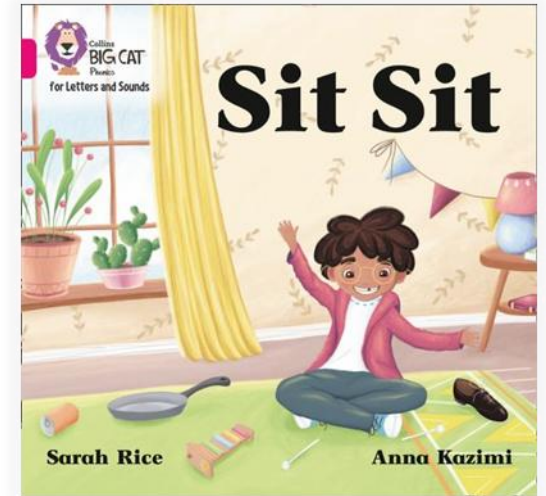
- understand words and sentences,
- use a wide range of vocabulary,
- develop listening and comprehension skills.

The amount of books children were exposed to by age 6 was a positive predictor of their reading ability two years later.



READING AT HOME

- Your child's reading book is matched closely to what stage they are currently working at.
- Due to this, your child should be able to read their phonics book without your help.
- Begin by recapping the sounds, tricky words and new words which can be found inside the front cover.
- If they can't read a word, read it to them and prompt them to have a go. Praise them for trying.
- Talk about the book and celebrate their success.
- Comprehension questions can be found inside the back cover.



HOW DO WE TEACH READING?



The children read the same book three times in a week.

1. The first time we work on decoding (sounding out) the words.
 2. The second time we work on prosody which is reading with expression – making the book sound more interesting with our storyteller voice.
 3. The third time we look at comprehension.
- We read the books three times at school because we want to develop the fluency. The more the children see words, the more they begin to read them automatically without having to sound them out. These books are then sent home.
 - You will also read the book three times. Children should be able to read 90% of the words independently.
-

PHONICS

- In Reception, children were taught Phase 2, 3 and 4 sounds and the tricky words.
- For the first 5 weeks in Year 1 we recap these phases before starting Phase 5 in Week 6.

Grapheme mat

Phase 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 jj	 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

PHONICS

- In Phase 5 children will be taught the alternative spellings for all the sounds in our English language.
- Once exposed to the alternative spellings, we would expect children to apply the correct spelling in their writing for words that may have alternative sounds in

e.g. **clowd** cloud

gloo glue

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 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 ie 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



SPELLING

- Your child will learn weekly spellings using a sounds approach. These spellings are from that week's phonics lessons.
- Children spend 10 minutes daily practising these spellings in their spelling folders and have a spelling test every Friday morning.
- Children will begin with learning 6 spellings before progressing onto 10.
- Children will focus on one tricky word each week.
- Your child can practise their spellings in and outside of school on Spelling Shed to earn tokens.



PHONICS SCREENING CHECK

The phonics screening check is taken individually by all children in Year 1 in England and is usually taken in June. It is designed to give teachers and parents information on how a child is progressing in phonics.

The pass mark for 2025 was **32** out of 40 words.

The test will cover all 44 sounds taught during Reception and Year 1 covered in the Little Wandle Phonics scheme.

The test is a mixture of real and alien (pseudo) words.

ALIEN WORDS

These words are included to test your child's ability to segment and blend words successfully and to ensure they are not reading words by sight or repeated exposure.

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

Section 2
brend 
throst 
stret 
spraw 

Section 2
label
vanish
blossom
thankful



HOW CAN YOU HELP TO PREPARE YOUR CHILD?

- ✓ Develop a regular routine for reading at home (three times per week using their Little Wandle book) as that book is at the correct level for your child.
 - ✓ Flash cards will be sent home for children identified in the half termly phonics test and will be personalised to them.
 - ✓ A copy of our grow the code will be sent home for all children.
 - ✓ Complete any practise sheets sent home in the lead up to the test.
 - ✓ Practise new sounds and tricky words that will be uploaded onto Seesaw when taught.
-

YEAR 1 READING OUTCOMES

Y1	Word Reading (W)	Text Comprehension (TC)
	1. I can read common words containing taught GPC 2. I can read common exception words, noting unusual Grapheme Phoneme Correspondences (GPCs) and where these occur in the word 3. I can respond speedily with the correct sound to graphemes for all 40+ phonemes, including alternative sounds for graphemes. 4. I can read some words of more than one syllable containing taught GPCs 5. I show awareness of punctuation marks, e.g. full stop, question mark and exclamation mark 6. I can read words with contractions e.g. I'm, I'll and understand that the apostrophe represents the letter omitted 7. I demonstrate confidence in word reading when re-reading texts 8. I can begin to identify when reading does not make sense and can attempt to self-correct N.B. Teachers must ensure that all reading material offered to children should be consistent with their developing phonic knowledge and does not require them to use other strategies	1. I can use my knowledge of sentences, grammar and context to make sense of what I am reading 2. I can use my prior knowledge to help me understand a text 3. I can show my understanding of a text in discussion 4. I can link what I have read to my own experiences. Prediction 5. I can make plausible predictions about an unknown story, using the title and other book features 6. I can make plausible predictions about the plot using what has been read so far Inference 7. I can make a plausible inference at a basic level, e.g. identifying who is speaking in a story 8. I can make inferences on the basis of what has been said or done Retrieval 9. I can find words or phrases from age-appropriate text to answer a question Summarise 10. I can say what has happened in a story in my own words
	Word Comprehension (WC)	Language for Effect (L)
	1. I can discuss word meanings, linking new meanings to ones I already know	1. I am beginning to discuss the particular features of texts, e.g. story language, use of fonts, text features, language choices
		Themes and Conventions (TC)
		1. I am familiar with fairy stories, traditional tales and other key texts and can retell with some detail

YEAR 1 WRITING OUTCOMES

Y1	Grammar		
	1. I am beginning to write in simple sentences which are grammatically correct 2. I can join words and sentences using –and 3. I can use these words when talking about my writing: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark 4. I am beginning to use these words when talking about my writing: <i>noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, tense (past, present), apostrophe, comma</i>		
	<i>At greater depth</i> <i>To use all the above for different purposes</i>		
	Punctuation		
	1. I can leave spaces between words 2. I can punctuate sentences using capital letters and full stops 3. I am beginning to use question marks or exclamation marks 4. I can use a capital letter for names of people, places, the days of the week and the personal pronoun 'I'		
	<i>At greater depth</i> <i>To use all the above for different purposes</i>		
	Composition	Vocabulary	Spelling
	1. I can say out loud what I am going to write about 2. I can compose a sentence orally 3. I can order sentences in my writing 4. I can use a simple opening or closing phrase 5. I can link some ideas or events (conjunctions and pronouns). (I made a tree shape. Then I cut it out) 6. I can write sentences with adjectives 7. I can re-read what I have written	1. I can use simple vocabulary <i>At greater depth</i> <i>In all writing</i>	1. I can spell some common exception words see year 1 spelling (appendix 1) 2. I can make phonically plausible attempts at words with digraphs, trigraphs and double letters
		Handwriting	
		1. I can form letters correctly from the correct starting point 2. I can form the digits 0-9 3. I can use clear ascenders and descenders 4. I can write capital letters	
	<i>At greater depth</i> <i>To use all the above for different purposes</i>	<i>At greater depth</i> <i>In all writing</i>	<i>At greater depth</i> <i>In all writing</i>

HANDWRITING AND PRESENTATION

In Year 1, it is expected that most pupils develop the correct starting point for each letter and write them accurately before moving onto precursive in the Spring/Summer term. Precursive are letters with lead-ins.

We want children to present their work correctly, consistently using capital letters, finger spaces between words, full stops and positioning writing correctly on the line.

 Aa	 Bb	 Cc	 Dd	 Ee	 Ff	 Gg	 Hh	 Ii	 Jj	 Kk	 Ll	 Mm
 Nn	 Oo	 Pp	 Qq	 Rr	 Ss	 Tt	 Uu	 Vv	 Ww	 Xx	 Yy	 Zz

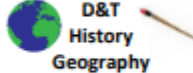
SPOKEN LANGUAGE – SPEECH AND TENSE

Please listen carefully to their speech and gently correct/re-model any tense issues or any mispronounced words. Lots of these errors are often carried into their writing and can be difficult to re-teach.



CURRICULUM OVERVIEW ~ AUTUMN TERM

Science 	➤ Animals including humans ➤ Seasonal changes - Autumn ➤ Everyday Materials ➤ Seasonal changes - Winter
Religious Education 	Within RE, we will cover two units this term. The first one is called 'Why is the word God so important to Christians?' This looks at the importance of the Creation story and why we celebrate the world and God. We will also explore the concept of Harvest as celebrating the crops and giving thanks to God. The second unit is called 'Why do Christians perform Nativities at Christmas?' This will explore the story of the first Christmas and the significance of each character in the story.
PSHE/RSHE 	For PSHE/RSHE, we follow the Jigsaw scheme, and our Jigsaw piece is called Jack. During the Autumn term in our lessons, we will cover the two units called 'Being me in my world' and 'Celebrating differences'. Being me in my world focuses on feeling safe at school, how to make friends feel welcome, my rights and responsibilities and learning about why we have consequences. Celebrating differences is all about identifying similarities and differences between people, to understand what bullying is and what we can do to stop it from happening. It also looks at how we can make new friends and recognising and celebrating their own differences.
Computing 	We follow KAPOW for our Computing curriculum. During Autumn 1, children will be familiarising themselves with their iPads through learning how to turn on and off, charge correctly, scan QR codes and log on to Seesaw and upload. In Autumn 2, children will look at computing systems and networks, focusing on improving mouse skills. Every half term we focus on a strand of Online Safety as this unit of Computing should be taught throughout the whole year. In Autumn 1, children will learn how to use the internet safely. In Autumn 2, we will discuss online emotions. We often use linked stories, child friendly scenarios and age-appropriate language to enhance the teaching of online safety.

Curriculum Art and Design D&T History Geography 	In the Autumn term, we will be completing a History unit on the Great Fire of London. In Autumn 2, we will focus on a Geography unit called What is it like here, looking at our school grounds and our local area. In Art we will look at drawing skills. Using the scheme KAPOW, we will look at observational drawing, Artist's techniques and the use of media to develop pieces of Art. In Design Technology we will explore vegetables during the period of the Harvest Festival and create our own healthy vegetable soup. Children will design their own recipe and with adult support, prepare it, cook it and evaluate it.
 Music 	Music sessions will be covered weekly by Apollo Arts. The children will be exploring basic skills and will have the opportunity to work with a range of instruments.
P. E 	Tuesday – In Autumn 1, the children will be working on Multi Skills with our Sports Coach Mr Rodgers. Then in Autumn 2, they will be focusing on Sports Hall Athletics. Wednesday – In Autumn 1 the children will be completing a unit called balloon games and in Autumn 2, they will be completing a unit called run, jump and throw developing a wide range of skills in preparation for our game's unit in the Summer term. Children also complete daily physical activities to ensure we are frequently active across the school day.



Homework

- ✓ Independence – ensure it is the child that completes recordings and drawings. We LOVE seeing their work! If they are struggling, please let us know.
- ✓ Be positive – not always easy we know, but we want home tasks to be a positive experience for adults, as well as children. Praise their efforts.
- ✓ Spellings – reinforcing spelling patterns taught in phonics that week.
- ✓ Spellings may be practised on Spelling Shed (*10 games for 1 token*).
- ✓ Homework tasks are given Tuesday and are to be returned by the following Monday. These can be found in the red folder. They will earn one token for the completion of their homework.
- ✓ Reading for pleasure books are picked by the children and can be changed whenever needed.
- ✓ Reading records – please remember that reading with your child three times a week and writing a comment will give them 1 token.

GENERAL SCHOOL RULES AND EXPECTATIONS

- **Uniform** – Your child should bring their book bag, water bottle and a coat every day to school with them. Please help children with their independence of fastening up all buttons on their tops and tying shoelaces. We also remind children to have their shirts tucked in so I would be grateful if you could help in showing them how to do it.
- **Reading Books and Fish Diaries** – Your child should bring their reading book and record with them to school everyday so we can read with your child in school. These both need to be brought back on a Friday so we can change your child's book for the new week.
- **PE Kits** – Please send kits to school in two separate bags and please have all items clearly labelled. Please use red for indoor and blue for outdoor.
- **Dinner hall** – Please encourage your children at home to try new foods and experience new tastes. Please also encourage them to use cutlery correctly.
- **Communication** – For messages please write in fish diaries, these are checked daily however may not be checked at the start of each day so if it is urgent send a message on Dojo or reply to the class email (HHTYear1@hpoolholyltrinity.org.uk) Please note the Class Email is not checked between the times 8:00-3:00pm. Seesaw should not be used as a form of communication.

THANK YOU
FOR
LISTENING!

4 things to say instead of **“How was your day?”**

“Tell me about something you are proud of today.”

“Share something that made you happy, laugh, or smile.”

“What is something hard that happened today?”

“What did you do today that you hope you'll do again tomorrow?”

BEGiN