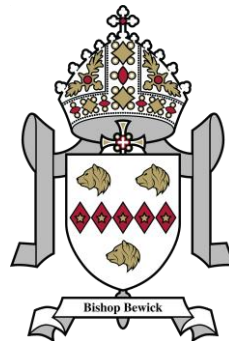




Year 1

2025-26



# Year 1 Team

Mrs Summersby is supported by  
Mrs Kakwani.

Mrs Wynne will teach the children on a  
Tuesday afternoon.

Mrs McLeod will teach the children on  
alternative Wednesday afternoons.





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# Transition Rec-Year 1

We aim to make transition from Reception to Year 1 as smooth as possible.

Children will still learn through play , exploration and experience.

ALL LINKED/WORKING TOWARDS TO NATIONAL CURRICULUM OBJECTIVES

This helps children to develop socially as well as academically.

More formal learning does take place and increases as we progress through the year.

# Curriculum

The Year 1 curriculum is, where possible, practical, interactive and fun. There are many opportunities for speaking and listening and creativity. An overview of learning for the year can be found on website although this is currently being updated.

	English	Maths	R.E
Autumn	<ul style="list-style-type: none"> <li>Fiction: Friendship Stories</li> <li>Fiction: Stories in familiar settings</li> <li>Non-Fiction: Comparing fiction and non-fiction</li> <li>Poetry: Simple Poems</li> </ul>	<ul style="list-style-type: none"> <li>Number: Place Value (Within 10)</li> <li>Number: Addition and Subtraction (Within 10)</li> <li>Geometry: Shape</li> <li>Number: Place Value (Within 20)</li> </ul>	<ul style="list-style-type: none"> <li>Families</li> <li>Belonging</li> <li>Islam</li> <li>Worship</li> </ul>
Spring	<ul style="list-style-type: none"> <li>Fiction: Traditional Tales</li> <li>Non-Fiction: News reports</li> <li>Non-Fiction</li> <li>Persuasive writing</li> <li>Poetry: Weather Poems</li> </ul>	<ul style="list-style-type: none"> <li>Consolidation</li> <li>Number: Addition and Subtraction (within 20)</li> <li>Number: Place Value (within 50)</li> <li>Measurement: Length and Height</li> <li>Measurement: Mass and Volume</li> </ul>	<ul style="list-style-type: none"> <li>Special People</li> <li>Meals</li> <li>Change</li> </ul>
Summer	<ul style="list-style-type: none"> <li>Fiction: Stories from other cultures</li> <li>Fiction: Story with a moral</li> <li>Non-Fiction: Diary entries</li> <li>Poetry: Poems by the same poet</li> </ul>	<ul style="list-style-type: none"> <li>Consolidation</li> <li>Number: Multiplication and Division</li> <li>Number: Fractions</li> <li>Geometry: Position and Direction</li> <li>Number: Place Value (Within 100)</li> <li>Measurement: Money</li> <li>Measurement: Time</li> </ul>	<ul style="list-style-type: none"> <li>Holidays and Holy Days</li> <li>Judaism</li> <li>Being Sorry</li> <li>Neighbours</li> </ul>

	Science	History	Geography	R.E	Computing	Art	Design Technology	Music	RHE
Autumn 1	Animals including human—Human Body/ Sense (Biology)		Being a Geographer	-Haga -Running and Jumping	Throughout the academic year, children will be learning about different elements of the following areas of computing each term:	Portraits		Body Percussion	-Let the Children Come to Me -I am Unique
Autumn 2	Materials (Physics)	Toys in the Past		-Haga -Symmetries			Yardies-Paper Toys	-Habitat: Singing for Performance	
Spring 1	Animals including Human-keeping healthy/Animal diets (Biology)		Our Local Area	-Autoballs -Dance	-E Safety	Sculpture-Kino		Animal Pageant	-Feelings: Likes and Dislikes -Feelings: Inside and Out -God Loves You
Spring 2	Seasonal Changes (Biology)	Kings and Queens		-Invasion Games—Attacking and defending -Fundamental Skills	-Computer Science -Digital Literacy		Moving Pictures	How Does Music Tell Stories About The Past?	-Special People -Treat Others Well -Say Sorry
Summer 1	Plants (Biology)		My Place in the World	-Dodgeball -Ball skills: Throwing and Catching -Haga -Aesthetics		Colour Choo		Music Makes The World A Better Place	-Three in One -Who is My Neighbour?
Summer 2	Animals including Human-Animal Habitats and body parts (Biology)	The Victorians					Sensational Seeds	Little Red Riding Hood	

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# Curriculum

- RE
- Maths
- English
- Science
- Computing
- PSHE/RHE
- Art
- D&T
- Music
- History
- Geography



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# English

We cover a range of genres and focus on SPaG to ensure a sound grammatical knowledge.

# Handwriting



Letter-join  
joined-up handwriting made easy!

We have recently introduced a new handwriting scheme throughout the school. Children have begun their Letterjoin lessons and we are keen to encourage the highest possible standard of presentation, embedding correct formation and fluency from the Early Years upwards.

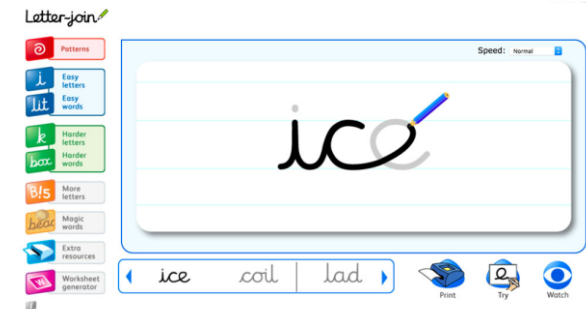
Alongside their handwriting lessons in school, children are able to access the programme at home by downloading the Letterjoin app for their tablet or by visiting [letterjoin.co.uk](http://letterjoin.co.uk)

Children will be encouraged to use the programme at home as part of their homework, playing some of the interactive games or practising their harder to read and spell words.

## Home log in details

Username-khl2529

password-'home' or if using a tablet an L swipe



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# Maths

We follow White Rose Maths which is based on a mastery approach to ensure a deep understanding of mathematical concepts.



# Relationship and Health Education

We aim to provide a fully comprehensive curriculum which equips children with essential knowledge and understanding to enable them to build healthy and positive relationships with themselves, others and God.

Our children are growing up in an ever changing world and may be influenced and affected by many different factors such as the online world and social media. Our programme covers a variety of topics including mental health and dealing with difficult emotions, respecting our bodies, puberty and changes, positive body image and making healthy choices.

By following of the Ten:Ten 'Life to the Full' programme, we are giving our children the age appropriate information they need to help them to grow in confidence, faith and love and build healthy relationships with those around them.

## Controversial or sensitive issues

We would like to reassure parents that we are aware of the sensitive issues and questions that may arise as part of the teaching of this subject.

Our RHE policy dictates that staff would deal with these issues in a sensitive and age appropriate manner, in line with the teachings of the Church.

Parents would be informed of any questions posed or follow up conversations they may need to have with children at home and (where appropriate) any safeguarding issues that may arise in light of lessons taught.

For more information regarding Relationship and Health Education, please follow the link [HERE](#) which will take you to the relevant section of our school website.



Assessment  
criteria taken  
from the National  
Curriculum and  
age related  
objectives are on  
the website.



# Assessment and feedback



Children are assessed on a daily basis (formative assessment)

Formal assessment at the end of each term.

Children will be assessed against the Age Related Expectations for Year 1.

Parents are informed of attainment and progress with two parent consultations (October and April) and two reports (December and July.)

# Marking and Feedback

Most children learn from actively engaging therefore:

Children will be allowed the opportunity to improve/amend/correct their work **purple**.

A 'Think pink' strategy is introduced whereby the teacher will highlight an error in pink which needs to be corrected.

A question or challenge may be posed at the end of a completed piece of work which may probe understanding further, seek clarification or to ask the child to develop/improve their work.

Lesson objectives will be highlighted **green** to show whether they have been achieved or **yellow** if they have only been partially met.

# Prayer and Worship

Prayer and worship is at the heart of everything we do as a school.

On Mondays, we have Key Stage worship.

On Tuesdays, we have Whole School worship.

On Wednesday we share Mark 10 Little Liturgies.

On Thursday we plan class worship and use our prayer journals.

On Friday, a small group lead us in class worship.

*Class Celebration of the Word will take place throughout the school year.*





# Reading

Reading folders containing your child's scheme books will be sent home every Friday.

Reading folders will be collected in each morning and will stay in school on a Thursday. New books will be sent home again on Friday, linked to any new sounds taught that week during phonics.

On Wednesday, your child will choose a book from the school library and this will be their reading for pleasure book. This can be returned the following week.



# Home Reading

Children will take home 3 books a week.

We will be putting on our reading CAPs!

- **C**onsolidate Book- 1 completely phonetically decodable book.
- **A**pply Book- 1 book designed to ensure the child is applying known sounds.
- **P**leasure Book- 1 book chosen by your child from our class/school library for them to enjoy at home. This can be read by them or a parent.

Books are intended to be read several times by the children as this will help develop fluency and comprehension.



onsolidate



pply



leasure

# Reading

In Year 1, children read either individually or in a small group with an adult at least once a week. Staff will comment in reading diaries.

Additional 1:1 reading sessions may happen throughout the week.

Please could parents comment in reading diaries to show that books have been read.

Please ensure reading folders come into school every day.





# Reading Comprehension

## Reading: VIPERS

There are 6 domains which focus on the comprehension aspect of reading and not the mechanics: decoding, fluency or expression. VIPERS is a method of ensuring that teachers ask, and children are familiar with, a range of questions.

### Reading Vipers

**V**ocabulary  
**I**nfer  
**P**redict  
**E**xplain  
**R**etrieve  
**S**equence or Summarise



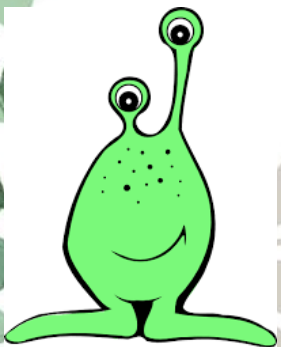
# Phonics

Continuation from Reception Class and the children will take part in daily phonic sessions, using Essential Letters and Sounds (ELS)

There will be additional group/individual support where needed.

Phonics Screening Check will take place week commencing Monday 8<sup>th</sup> June 2026

(No holidays to be taken in this time please!)



The page is framed by a decorative border of green and grey leaves. In the top right corner, there is a black rectangular logo with the text 'purple mash' in white and purple.

# Homework

Homework will be set on a Monday and is due in the following Monday.

Week 1: Online, using a site called [purple mash](#).

Week 2: Paper based and in your child's folder.

(The log on for purple mash will be stuck in the front of your child's reading diary.)

*At times there may be additional tasks based around the work we have been completing in class.*





# Pip and Pop the Pandas!

This is used to encourage and develop speaking and listening within the classroom.

Each Friday, we will choose 2 children to bring home Pip or Pop for the week. The panda can join in anything your child does and then they can use a page in the 'journal' to draw or print a picture and write a sentence about something they did.

They can bring Pip or Pop back the following Friday and will share with the class what they got up to!



















# Reward Systems

We have a class system of green and gold cards. Children can choose a prize from the 'Golden Box' when they get a gold card.

Children are also in house groups and can earn house points.

# The ZONES of Regulation

   	   	   	   
<b>Blue Zone</b> Sad Bored Tired Sick	<b>Green Zone</b> Happy Focused Calm Proud	<b>Yellow Zone</b> Worried Frustrated Silly Excited	<b>Red Zone</b> overjoyed/Elated Panicked Angry Terrified

The Zones of Regulation helps children to manage difficult emotions, known as 'self-regulation'.  
Self-regulation is best described as the best state of alertness for a situation.

The Zones of Regulation aims to teach children strategies to help them cope with these feelings so they can get back to feeling calm and ready to learn. These coping strategies are called 'self-regulation'.

At St Oswald's, we use the Zones of Regulation throughout the whole school. We want to teach all of our children good coping and regulation strategies so they can help themselves when they experience anxiety and stress. We want children at St Oswald's to grow into successful adults. Teaching the children at a young age about managing their feelings will support them in later life so that they don't turn to negative coping strategies which affect their mental and physical wellbeing.

If you would like to find out more information about how we use the Zones of Regulation in school, you can [HERE](#)



# PE

PE for this term will be on *Monday* with an external provider and *Friday*.

Children should come to school in their P.E kit on their allocated days, with suitable clothing for all types of weather.

Earrings should not be worn on PE days or involvement in the lesson may need to be adapted to ensure safety.



# Break and Snack Time

Morning break is at 10.15-10.30 and then children will have their morning snack.

In Key Stage 1, a snack is provided for the children and this will be a piece of fruit or a vegetable.

Children do not need to bring a snack to school, however if you do wish to send your own, please ensure this is a piece of fruit or vegetable or a similar healthy snack.



# Break and snack time

Children will go for their lunch break at 12.00.



Afternoon break is at 2.00-2.15pm.




## Trips out

Where possible, we will take part in trips throughout the school year. We will need parent volunteers for the majority of these.

We will also have visitors who come to school to work with the class.





# Daily Equipment

- Water Bottle
- Reading Folder
- Homework (Paper weeks – can be handed in whenever finished)

Please try to avoid bags or use a small one  
- we are very limited on space in the cloakroom!

A decorative border of green and grey leaves surrounds the text.

# Further information

There will be regular updates on the school website and the class blog.

X - formally Twitter will also regularly be updated under the handle @StOswaldsRCgos

If you need to contact me regarding your child, please get in touch via the school office or on the class email:

[year1@stoswaldsnewcastle.co.uk](mailto:year1@stoswaldsnewcastle.co.uk)



A decorative border surrounds the central text, featuring various green and brown leaves and branches. The leaves are stylized with soft, painterly textures. The branches are thin and delicate, with some leaves being solid green and others in a muted brown color.

Any Questions?