

# Welcome to Year One

Meet the Team

*Creativity - Excellence - Resilience*

# Who's Who

Miss Andrews

Mrs Scott

Mrs Munday



**Louie Andrews**  
Class Teacher



**Karen Scott**  
Teaching  
Assistant



**Monica  
Munday**  
Teaching  
Assistant

Miss Cork - Tuesday to Friday

Miss Harvey – Monday to Thursday

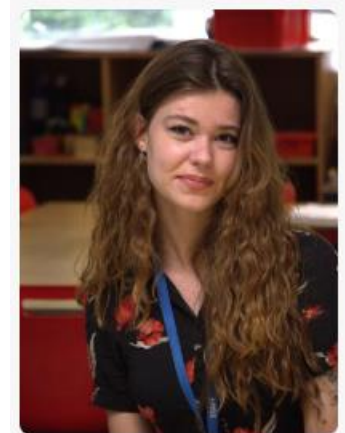
Miss Perrott



**Karen Cork**  
Class Teacher



**Faith Harvey**  
Apprentice  
Teacher



**Phoebe Perrott**  
Teaching  
Assistant

# Who's Who

Mr Miles, Thursday (Music)

Mrs Smith, Wednesday (Art)

Stewart Bristow Thursday (Tennis)

Laura Andrews (Dance)



Cally Smith  
Art Teacher



Stewart Bristow  
Tennis Coach



Laura Andrews  
Dance Teacher

# Walk around village

- Our walk around the village is on Tuesday 30<sup>th</sup> September.
- If you are able to volunteer to help, please let us know!

# Year One

- Classroom environments
  - Outdoor area
  - Continuous provision meets National Curriculum
- National Curriculum



# Curriculum

- How we teach in Year One: In Reception the children were receiving three adult inputs (plus a story and collective worship) each day and the rest of the day was *exploring time*. This is when the children access the indoor and outdoor environments and select their own activities. So this has been our starting point.
- Topics which make our learning meaningful. Cross-Curricular lessons where relevant.
- As the year progresses the adult directed activities will increase, however there will continue to be sessions of exploring time every week.
- In addition we have music, tennis and art lessons. For Computing we will be the classroom this term and then we'll be going up to the Computer room after October half term.



# Year 1 Overview (2025-26)

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Theme</b>	Ourselves and our school	Superheroes	Toys	Amazing animals	Farm to fork	Incredible inventors
<b>Trips/Visits/Experiences</b>	Forest School trip to Covet Woods Walk around the village	Superhero dress up day (recycled costumes) Parent visitors e.g. paramedic	Grandparent visitors Pet project Trip to Transport Museum	Parent and baby visitor Ducklings Frampton Farm	Whitstable Stream Walk	
<b>Parent Sharing Opportunities</b>		Share learning with parents		Share my learning assembly	Share learning with parents	
<b>Courageous advocacy</b>		Energy use (3 day project) Litter and Recycling				

<b>Core Texts</b>	<p><b>Rosie's walk</b> Pat Hutchins</p> <p><b>Martha Maps it out</b> Leigh Hodgkinson</p>	<p>Fireworks safety code</p> <p><b>A Superhero like you</b> Dr Rani</p> <p><b>Somebody Crunched</b> Colin Sarah Roberts</p> <p><b>Clean up</b> Nathan Byron</p>	<p>Selection of non-fiction text (old toys)</p> <p><b>Dogger</b> Shirley Hughes</p> <p><b>The Everywhere Bear</b> Julia Donaldson</p>	<p>Non-fiction books about mammals</p> <p><b>The Tiger Who Came To Tea</b> Judith Kerr</p> <p><b>The Storm Whale</b> Benji Davies</p>	<p><b>Oliver's Vegetables</b> Vivian French</p> <p><b>Oliver's Fruit Salad</b> Vivian French</p>	<p>Selection of biographies</p> <p><b>Ada's Ideas: The Story of Ada Lovelace, the World's First Computer</b> Fiona Robinson</p> <p><b>Audrey the Amazing Inventor</b> Rachel Valentine</p>
<b>English Genres (Writing)</b>	<p>Non-fiction – List, (ingredients), labels (on maps) and captions</p> <p>Narrative: sequencing and retelling</p> <p>Non-fiction: Recount (trip)</p>	<p>Fireworks Code</p> <p>Poetry – Onomatopoeia</p> <p>Non-fiction instructional writing Bulb planting</p>	<p>Narrative: story with a familiar setting</p> <p>Letter writing Link to trip</p> <p>Poetry: traditional rhyme</p>	<p>Non-fiction: explanation</p> <p>Narrative: Story sequence</p>	<p>Narrative: Sequencing story. Writing own version of familiar story</p> <p>Non-fiction: Instructions</p> <p>Poetry –alliteration</p>	<p>Non-fiction: biography and autobiography</p> <p>Narrative: Sequencing story. Writing own version of familiar story</p>

<b>Maths</b>	Number: Place value (within 10)	Number: Addition and Subtraction (within 10)	Number: Place value (within 20)	Number: Place value (within 50)	Number: Multiplication and Division	Number: Place value (within 100)
		Geometry: Shape	Number: Addition and Subtraction (within 20)	Measurements: Length and Height  Measurement: Weight and Volume	Number: Fractions  Geometry: Position and Direction	Measurement: Money  Measurement: Time

<b>Geography</b>	The school and the countryside				United Kingdom and Seas	
<b>History</b>			Changes in Living Memory (Toys)			Significant Person (Inventors - Louis Zborowski and Ada Lovelace)
<b>Science</b> <i>Seasonal Change runs throughout the year</i>	Ourselves (senses)	Everyday materials - Let's build	Marvellous Materials	Animals Including Humans (Our pets)	Wonderful Weather	Plants – what's growing in our gardens?
<b>Computing</b>		Online Safety	Pictograms	Maze Explorers	Coding	
<b>Art</b>	Fine Motor Skills			Collage	Observational drawing – oil pastel	
<b>DT</b>			Design, make and evaluate moving pictures (car/train)		Food Fruit Salad	Design, make and evaluate Marble Runs

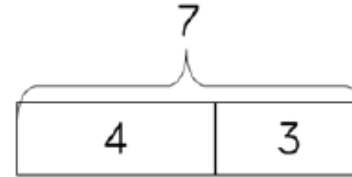
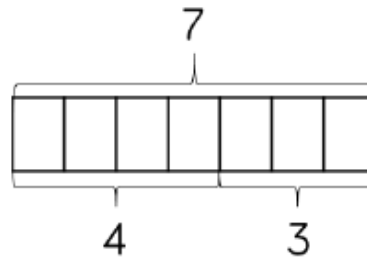
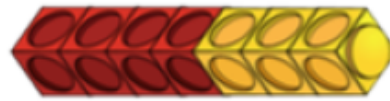
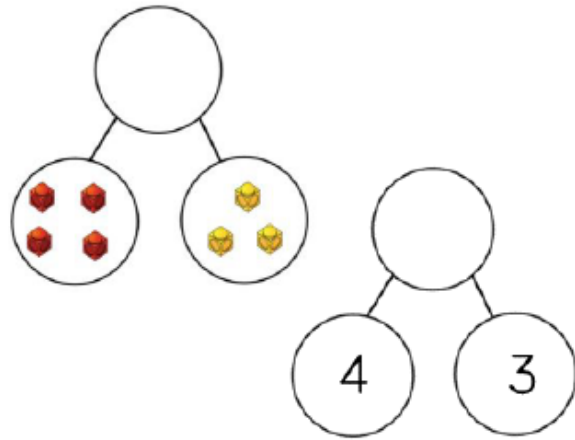


<b>Music</b>	Pulse and Rhythm	Dynamics and Tempo	Musicianship Skills (vocabulary)	Musicianship Skills (timbre and patterns)	Musicianship Skills (pitch and tempo)	Musicianship Skills
<b>Other</b>	Forest School (2) <i>alt. Thurs &amp; Fri afternoons</i>	Forest School (2) <i>alt. Thurs &amp; Fri afternoons</i>	Forest School (2) <i>alt. Thurs &amp; Fri afternoons</i>	Forest School (2) <i>alt. Thurs &amp; Fri afternoons</i>	Forest School (2) <i>alt. Thurs &amp; Fri afternoons</i>	Forest School (2) <i>alt. Thurs &amp; Fri afternoons</i>

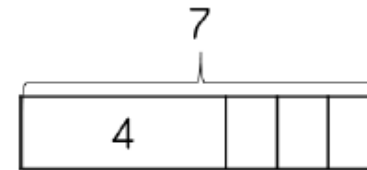
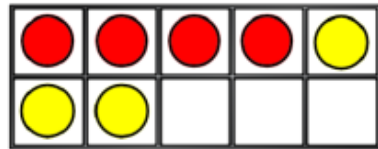
<b>PE</b>	Infant Agility	Dance/Gymnastics (Indoor)	Gymnastics (Indoor)	Striking & Fielding: Tri-Golf	Dance (Indoor)	Athletics
<b>PE</b>	Invasion Games: Rugby	Invasion Games: Football	Invasion Games: Football	Net & Wall Games: Tennis	Net & Wall Games: Tennis	Striking & Fielding: Cricket
<b>RE</b>	<b>GOD</b> What do Christians believe that God is like?	<b>INCARNATION</b> Why does Christmas matter to Christians?	<b>GOSPEL</b> What is the good news that Jesus brings?	<b>SALVATION</b> Why does Easter matter to Christians?	<b>JUDAISM</b> Who is Jewish and what do they believe?	<b>JUDAISM</b> Who is Jewish and what do they believe?
<b>PSHE</b>	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me

## Skill: Add 1-digit numbers within 10

Year: 1



$$4 + 3 = 7$$



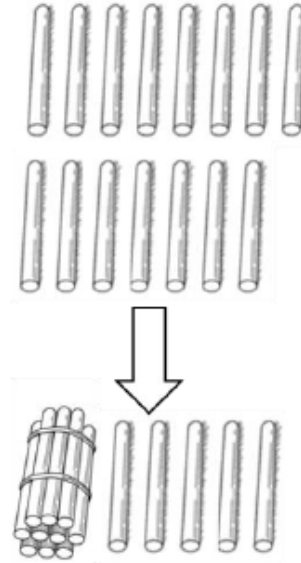
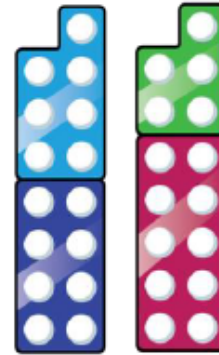
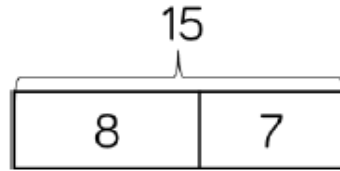
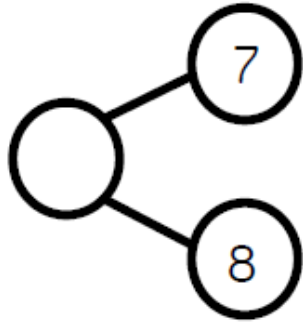
When adding numbers to 10, children can explore both aggregation and augmentation.

The part-whole model, discrete and continuous bar model, number shapes and ten frame support aggregation.

The combination bar model, ten frame, bead string and number track all support augmentation.

# Skill: Add 1 and 2-digit numbers to 20

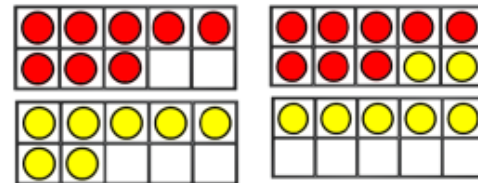
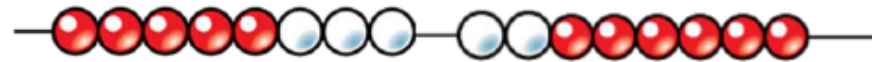
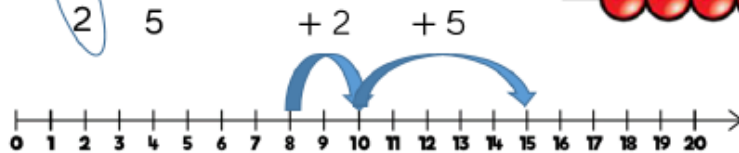
Year: 1/2



$$8 + 7 = 15$$

$$8 + 7 = 15$$

2 5



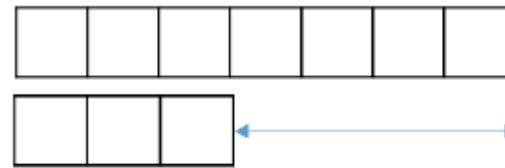
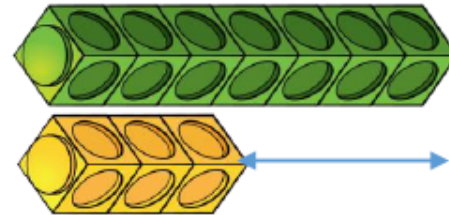
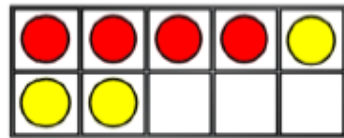
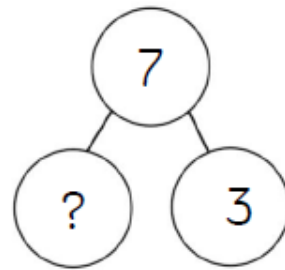
$$8 + 7 = 15$$

2 5

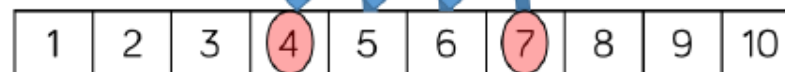
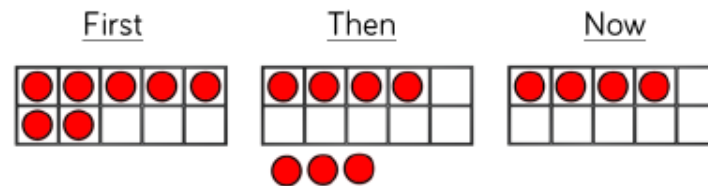
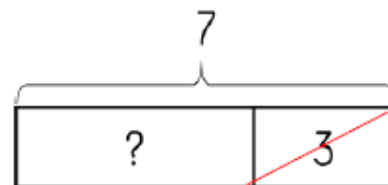
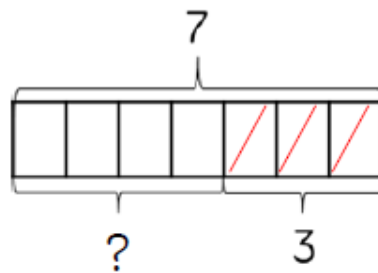
When adding one-digit numbers that cross 10, it is important to highlight the importance of ten ones equalling one ten. In Year 1, this is only done just by counting on. From Year 2, use different manipulatives can be used to represent this exchange alongside number lines to support children in understanding how to partition their jumps.

# Skill: Subtract 1-digit numbers within 10

Year: 1



$$7 - 3 = 4$$



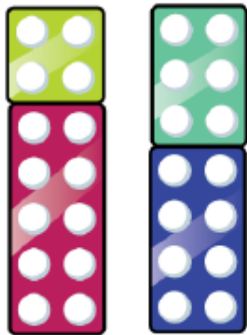
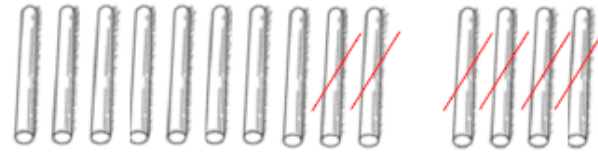
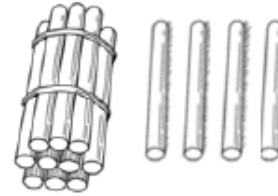
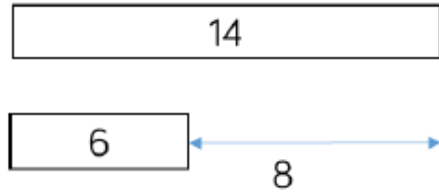
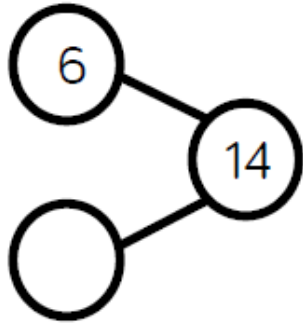
Part-whole models, bar models, ten frames and number shapes support partitioning.

Ten frames, number tracks, single bar models and bead strings support reduction.

Cubes and bar models with two bars can support finding the difference.

# Skill: Subtract 1 and 2-digit numbers to 20

Year: 1/2

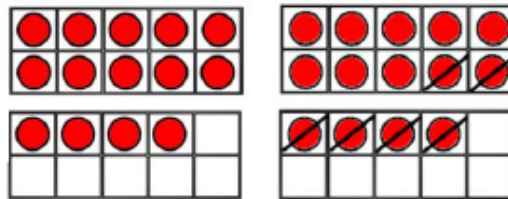


$$14 - 6 = 8$$



$$14 - 6 = 8$$

A diagram showing the number 14 with a bracket underneath it. The bracket is divided into two parts: the left part is labeled 4 and the right part is labeled 2. The number 8 is written next to the bracket.




$$14 - 6 = 8$$


A diagram showing the number 14 with a bracket underneath it. The bracket is divided into two parts: the left part is labeled 4 and the right part is labeled 2. The number 8 is written next to the bracket.

In Year 1, subtracting one-digit numbers that cross 10, is done by counting back, using objects, number tracks and number lines. From Year 2, children should be encouraged to find the number bond to 10 when partitioning the subtracted number. Ten frames, number shapes and number lines are particularly useful for this.







Around and  
around  
And around we  
go...  
When we get  
home we have a  
zero.



© teachingmama.org



Number 1 is like a stick.  
A straight line that is  
very quick.



© teachingmama.org



Around and  
back on the  
railroad track.  
Two, two,  
Two, two!



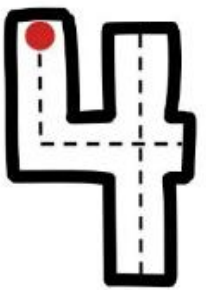
© teachingmama.org




Around a tree,  
Around a tree.  
That's the way  
to make a three!



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Down and over,  
Down once more.  
That's the way to  
make a four!




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Straight line down,  
Then around.  
Hat on top  
And five's a clown!



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Make a curve.  
Then make a loop.  
There are no tricks  
to make a six!




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Across the sky  
And down from  
heaven.  
That's the way to  
make a seven!




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Make an S  
And do not wait.  
Go back up  
And that's an eight!



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A loop and a line,  
That makes a nine!



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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

## VIPERS stands for:

### Reading Vipers

**V**ocabulary

**I**nfer

**P**redict

**E**xplain

**R**etrieve

**S**equence or Summarise



These 6 domains focus on the comprehension aspect of reading and not the mechanics: decoding, fluency, prosody etc.

VIPERS *is not a reading scheme* but rather a method of ensuring that teachers ask, and students are familiar with, a range of questions and recognise which reading skill they are using.

They allow the teacher to track the type of questions asked and the children's responses to these which allows for targeted questioning afterwards.

Whilst EYFS do not use the Vipers in the same way as Ks1 and 2 the children are introduced to some of the language within the classroom setting.

### **Key Stage 1**

In Key Stage One, children's reading skills are taught and practised using the VIPERS during whole class, individual and guided reading sessions.

### **KS1 Content Domain Reference [VIPER]**

1a draw on knowledge of vocabulary to understand texts **[Vocabulary]**

1b identify/explain key aspects of fiction and non-fiction, such as characters, events, titles and information **[Retrieve]**

1c identify and explain the sequences of events in texts **[Sequence]**

1d make inferences from the text **[Infer]**

1e predict what might happen on the basis of what has been read so far **[Predict]**

In KS1, 'Explain'; is not one of the content domains, instead adults ask the children why they have come to a certain conclusion, to explain their preferences, thoughts and opinions about a text.

# Home-Learning

## Reading

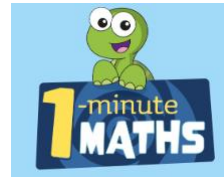
- We would encourage you to share books with your children daily. Three school reading books are being sent home each week and we would suggest that they are each read at least twice. We would encourage you to ask questions about the context of the story or information, ask them to recall details from the text and ask them how the characters might feel or what they found interesting.
- READING STARS

## Maths

Maths practise at home can be counting songs and rhymes, counting objects in everyday activities, board games and online activities.

[ictgames](#) | [html5 Home Page](#)

[1-Minute Maths \(whiteroseeducation.com\)](http://whiteroseeducation.com)



## Termly Key Knowledge & Skills

At the beginning of each term, teachers will send home a page of words for reading and spelling and recall facts for maths to support children's learning at home. These can also be found on the Class Pages of our school website.

# Behaviour & Expectations

**Ready, Respectful, Safe**

## **The Restorative Approach**

Incidences of negative behaviour are dealt with in a fair, respectful and appropriate way, with the key focus on individuals taking responsibility for their behaviour, repairing any harm done, rebuilding and restoring relationships. The key principle when dealing with issues is to give all the people involved a chance to have their say and become actively involved in the process. All members of staff and children know that issues will be dealt with fairly with a 'no blame' approach.



## Safeguarding & Welfare Team



**James Tibbles**  
Headteacher



**Chelsea Huggett**  
BASC Manager



**Charlotte McLean**  
Inclusion Lead



**Graham Redpath**  
Phase Lead  
(EYFS)



**Morny Starling**  
Admin Officer  
(Children & Families)



**Michael Taylor**  
Deputy  
Headteacher

Please speak to any of  
Safeguarding Team with any  
concerns.





















**For more information about ways to  
stay safe online please look at the  
school website which includes lots of  
information and practical advice.**



# Safeguarding (Online Safety)

Our children are growing up in an increasingly online world and the risks that they will come across and have to deal with are very different to the risks that we would have learnt to deal with. Parents can, rightly, be very concerned about online behaviour and conduct and so we have provided some factsheets below about the most common risks that children will face. These factsheets and other resources can also be found on the [Parent Resource Hub](#) of the Safeguarding Training Centre.

## Online Safety Documents

 Acceptable Use Policy for Pupils		
 Parent Factsheet – County Lines	150 KB	
 Parent Factsheet – Cyber Flashing	213 KB	
 Parent Factsheet – Fortnite	321 KB	
 Parent Factsheet – Instagram	245 KB	
 Parent Factsheet – Loot boxes; skin betting	221 KB	
 Parent Factsheet – Minecraft	246 KB	
 Parent Factsheet – Roblox	265 KB	
 Parent Factsheet – Snapchat	217 KB	
 Parent Factsheet – Tiktok	247 KB	

# School/Parent Partnership

We pride ourselves on our open relationships with parents and together we:

- Respect and support our school's values
- Encourage children to challenge themselves and provide the support and environment to maximize their academic potential
- Encourage our child to take as full and active part in school life as possible
- Support each other, especially regarding attendance, behaviour, online safety and home learning
- Work together to safeguard pupils and support their physical, mental and emotional wellbeing.
- Ensure that any concerns or issues are directly and promptly addressed through direct contact, telephone or email.

# Key Information

- PE is on Mondays and Tuesdays this term.
- Reading books should be in the children's book bags everyday. Please write in the record so that we know which books to change on their day.
- Forest School is Thursday (Willow), Friday (Rowan) alternate weeks.
- Children need to have water in a named water bottle everyday and are allowed to bring their own snack, but this should be fruit or vegetable.