

# Year 1 Class Handbook



## Staff working with your child this year

**Class Teacher:** Miss Fisher

**Teaching Assistant:** Miss Lavery & Miss Green  
(student)

**Executive Headteacher:** Miss Slingsby

**Assistant Heads:** Mrs Fisher & Mr Albrecht

**SENCO:** Miss Fisher

Homework will be sent on each **Thursday** and will be collected in each **Tuesday**. Weekly homework will consist of:

- 5x reading
- Reading Eggs
- Spellings (Spelling Shed)
- Talk Task



## Dates for your diary

### Class worship:

Wednesday 7th May 2026 - School Hall @ 9am

### Parent Insight Sessions:

Tuesday 7<sup>th</sup> October 2025 - Phonics @ 2:15pm

Thursday 15<sup>th</sup> January 2026 - Maths @ 2:15pm



## School Timetable (KS1)

8.35am	School gates open
8.45am	School starts
8.45 - 9am	Morning Task
9-9:30am	Lesson 1
9:30-10:30am	Lesson 2
10:30-10:45am	Worship
10.45-11am	Break
11am-12pm	Lesson 3
12pm - 12.45pm	Lunch
12.45 -1pm	Wellbeing activities
12.45-3.15pm	Lesson 4 and Lesson 5
3.15pm	Home time

## P.E in Y1 will be Wednesdays and Fridays

We are asking that pupils come into school in their PE kits on their PE days – this should be a **plain white t-shirt, black shorts and trainers**.

In the winter, pupils can wear a plain, black tracksuit over their PE kits to keep them warm.

The only thing that pupils need to bring into school and leave there is a small PE bag with their indoor pumps in. Please ensure tracksuits and shorts are plain black, with no stripes or logos/

**No football/rugby kits will be allowed.**

### A message from your child's teacher...

Hello! Year 1 is such a special time in a child's learning journey. It's a year where you'll see so much amazing growth—not only academically, but socially and emotionally too. I feel incredibly lucky to be part of this exciting chapter in their lives. I can't wait to get to know each child and support them as they continue to build on everything they learned in Reception. Thank you in advance for your support—I truly believe that strong home-school partnerships make all the difference, and I'm really looking forward to working with both you and your children this year. - Miss Fisher

## Additional Information

Within this booklet you will also find Key Performance Indicators (KPIs) that outline **end of year expectations** for your child's year group. You will also find additional **dates for your diary for the Autumn term**.

Please contact school if you require any additional information.





# *St Michael with St Thomas CE Primary School*

## **Year 1 End of Year Expectations**



### **English – Writing**

Write 3-5 simple sentences.

Use full stops and capital letters consistently in 3-5 sentences.

Use a question mark to demarcate questions.

Recognise the exclamation mark when reading.

Use the capital 'I' accurately.

Sequence events in writing.

Use 'and' to join phrases and clauses.

Use accurate vocabulary when writing 3-5 sentences.

Re-read their own sentence to check that it makes sense. Participate in group proof reading activities.

Correctly orientated letter formation.

Phonetically plausible in line with what has been taught.

Spell and apply taught CEW.

### **English - Reading**

Read blue storybooks and all Set 3 sounds and additional graphemes (75 sounds).

Discuss word meanings and link new meanings to those already known.

Recite some rhymes and poems by heart.

Discuss characteristics in books that they can retell.

Link what they have read or hear read with their own experiences.

Can self-correct when checking that the text makes sense.

Explain their understanding of what is read to them.
Predict what might happen on the basis of what has been read so far.
Identify significant events and sequence these on a timeline/number events 1-4.
Identify what we know and how we know. Identify what happens before/ after a given event.
Write or say a six-word summary.
Match an emoji/emotion word to character and explain (_____ is feeling_____because/when _____)

Maths
Recognise, read, and represent the place value of numbers beyond twenty up to 50.
Order and compare numbers up to 100, saying which is bigger and which is smaller.
Use number bonds and related subtraction facts within 10 (bonds to 4, 5, 6, 7, 8, 9, 10) as well as the addition of any single digit to 10.
Begin to add and subtract two digits and one-digit numbers within twenty, partitioning through ten.
Use concrete materials to solve linked missing number problems, within addition and subtraction problems up to 20, where a digit is given first or not
Use counting in groups of twos, fives, and tens to solve problems.
Recall halves for even numbers to ten
Recall halves for even numbers from twelve to twenty.
Recognise one half as two equal parts or a quarter as four equal parts in a shape or quantity.
Read the time on the clock to the nearest 30 minutes.

Year 1	Being Me in My World Autumn 1	Celebrating Difference Autumn 2
<b>Snapshot overview</b>	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the learning charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone
<b>Overview</b>	In this Puzzle (unit), the children are introduced to their Jigsaw Journals and discuss their Jigsaw Charter. As part of this, they discuss rights and responsibilities, and choices and consequences. The children learn about being special and how to make everyone feel safe in their class as well as recognising their own safety.	In this Puzzle (unit), the children explore the similarities and differences between people and how these make us unique and special. The children learn what bullying is and what it isn't. They talk about how it might feel to be bullied and when and who to ask for help. The children discuss friendship, how to make friends and that it is OK to have differences/be different from their friends. The children also discuss being nice to and looking after other children who might be being bullied.
<b>Vocabulary</b>	Safe, Special, Calm, Belonging, Special, Learning Charter, Jigsaw Charter, Rewards, Proud, Consequences, Upset, Disappointed, Illustration	Similarity, Same as, Different from, Difference, Bullying, Bullying behaviour, Deliberate, On purpose, Unfair, Included, Bully, Bullied, Celebrations, Special, Unique

Year 1	Dreams and Goals Spring 1	Healthy Me Spring 2
<b>Snapshot overview</b>	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/ safety with household items Road safety
<b>Overview</b>	In this Puzzle, the children talk about setting simple goals, how to achieve them as well as overcoming difficulties when they try. The children learn to recognise the feelings associated with facing obstacles to achieving their goals as well as when they achieve them. They discuss partner working and how to do this well.	In this Puzzle, the children learn about healthy and less healthy choices and how these choices make them feel. They explore about hygiene, keeping themselves clean and that germs can make you unwell. The children learn about road safety, and about people who can help them to stay safe.
<b>Vocabulary</b>	Proud, Success, Treasure, Coins, Learning, Stepping-stones, Process, Working together, Team work, Celebrate, Learning, Stretchy, Challenge, Feelings, Obstacle, Overcome, Achieve	Unhealthy, Balanced, Exercise, Sleep, Choices, Clean, Body parts, Keeping clean, Toiletry items (e.g. toothbrush, shampoo, soap), Hygienic, Safe Medicines, Safe, Safety, Green Cross Code, Eyes, Ears, Look, Listen, Wait

Year 1	Relationships Summer 1	Changing Me Summer 2
<b>Snapshot overview</b>	<p>Belonging to a family</p> <p>Making friends/being a good friend</p> <p>Physical contact preferences</p> <p>People who help us</p> <p>Qualities as a friend and person</p> <p>Self-acknowledgement</p> <p>Being a good friend to myself</p> <p>Celebrating special relationships</p>	<p>Life cycles – animal and human</p> <p>Changes in me</p> <p>Changes since being a baby</p> <p>Differences between female and male bodies (correct terminology)</p> <p>Linking growing and learning</p> <p>Coping with change</p> <p>Transition</p>
<b>Overview</b>	<p>Children’s breadth of relationships is widened to include people they may find in their school community. They consider their own significant relationships (family, friends and school community) and why these are special and important. As part of the lessons on healthy and safe relationships, children learn that touch can be used in kind and unkind ways. This supports later work on safeguarding. Pupils also consider their own personal attributes as a friend, family member and as part of a community, and are encouraged to celebrate these.</p>	<p>Children are introduced to life cycles, e.g. that of a frog and identify the different stages. They compare this with a human life cycle and look at simple changes from baby to adult, e.g. getting taller, learning to walk, etc. They discuss how they have changed so far and that people grow up at different rates. As part of a school’s safeguarding duty, pupils are taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicles, vulva). They are also taught that nobody has the right to hurt these parts of the body. Change is discussed as a natural and normal part of getting older which can bring about happy and sad feelings. Children practise a range of skills to help manage their feelings and learn how to access help if they are worried about change, or if someone is hurting them.</p>
<b>Vocabulary</b>	<p>Belong, Same, Different, Friendship, Qualities, Caring, Sharing, Kind, Greeting, Touch, Feel, Texture, Like, Dislike, Help, Helpful, Community, Confidence, Praise, Skills, Self-belief, Incredible, Proud, Celebrate, Relationships, Special, Appreciate</p>	<p>Changes, Life cycles, Adulthood, Mature, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Learn, New, Grow, Feelings, Anxious, Worried, Excited, Coping</p>





## Home reading – Phonics Screening Check

Dear parents/ carers,

### Watch Virtual Classroom films

We'll be sending links to:

1. Set 2 and/or Set 3 reading films to practise reading specific sounds and words
2. Pinny Time films to practise reading sounds speedily
3. Word Challenge films for practice reading a range of new words.

### The plan

- Set aside 10 minutes to watch films with your child each day.
- Find a quiet space for your child to watch the film on a laptop or tablet.
- Praise your child as they join in with the lesson.

### Use the eBook Library

Use the Phonics Practice at Home quizzes in your child's eBook Library on Oxford Owl.

**Username:** smwsty1

**Password:** SMWST1

### Listen to your child read every day

You will find *Read Write Inc.* Storybooks in [the bookbag](#) and in [your child's eBook Library](#) for your child to read to you.

Choose a quiet time when they are wide awake.

Help your child to:

- read the sounds and words at the front of the book, before they read the story
- sound out any new words as they read the story.

Read back each page to them, after they have read it.

If the child has enjoyed the story, encourage them to read it again on the next day to increase their fluency.

Most importantly...do it all with patience and love.

Your support matters.

Thank you

Miss Fisher