Welcome to Year 1

St Jude's C of E Infant School
September 2026



Armstrong Class

Our adults are:

Class teacher: Ms Arab

Teaching assistants: Ms Boundy, Ms McAllister and Ms Jeavons (PM)

PE days this term are: Wednesday and Thursday

The timings of our day:

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 – 8:45	Morning busy job 'Write our words of the week'				
8:45 – 8:50	Register				
8:50 – 9:15	Phonics 3 groups – see TT	Phonics	Phonics	Phonics	Phonics
9:15 – 9:20	Movement break				
9:20 – 9:30	English input	English input	English input	English input	English input
9:30 – 10:20	Explore and learn + Drawing Club for all children in groups (+ guided reading/reading x 3)				
10:20 – 10:30	Tidy up time				
10:30 – 10:45	Assembly	Assembly	Assembly	Assembly	Assembly
10:45 – 11:00	Break time				
11:00 – 11:15	Maths's input	Maths's input	Maths's input	Maths's input	Maths's input
11:15 – 12:00	Explore and learn + maths activity for all				
12:00 – 1:00	Lunch				
1:00 – 1:15	Handwriting and mindful breathing				
1:15 – 1:30	Geography input	Science input	PSHE	RE	Art/DT input
	Explore and learn				Explore and learn
2:15 – 2:45	Music		PE	PE	
2:45 - 3	Class story	Class story	Class story	Class story	Class story
3:00	Home time	Home time	Home time	Home time	Home time

What is explore and learn?

Explore and learn is the same as continuous provision

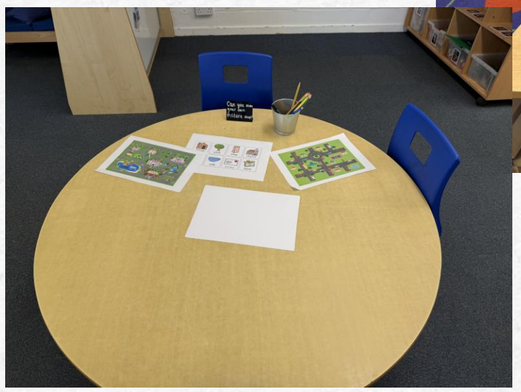
What is continuous provision?

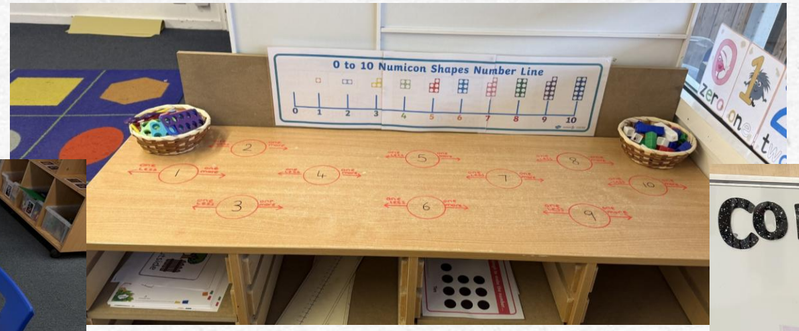
Continuous provision is a set of carefully planned and resourced learning areas and materials that are available to children every day, allowing them to explore and learn independently without constant adult direction.

How do we meet the KS1 curriculum.

To meet the curriculum demands we use enhanced provision this allows us to link our learning areas to the Year 1 national curriculum.









What do the children learn in KS1?

English

We are teaching English to the children in their class.

We are ensuring coverage of the National Curriculum by following ‘drawing club’

Maths

We are teaching Maths to the children following the scheme of work from White Rose.

Science

We are teaching Science to the children once a week.
We are following the scheme of work from Cornerstones.

Phonics

We are teaching phonics using the scheme of work from Monster Phonics.

Guided Reading

Guided reading is done during mornings explore and learn time, in small groups were the children explore with making predictions and partner talk.

ICT

We are teaching ICT following the scheme of work from Purple Mash.

Art, DT, History, Geography, Music

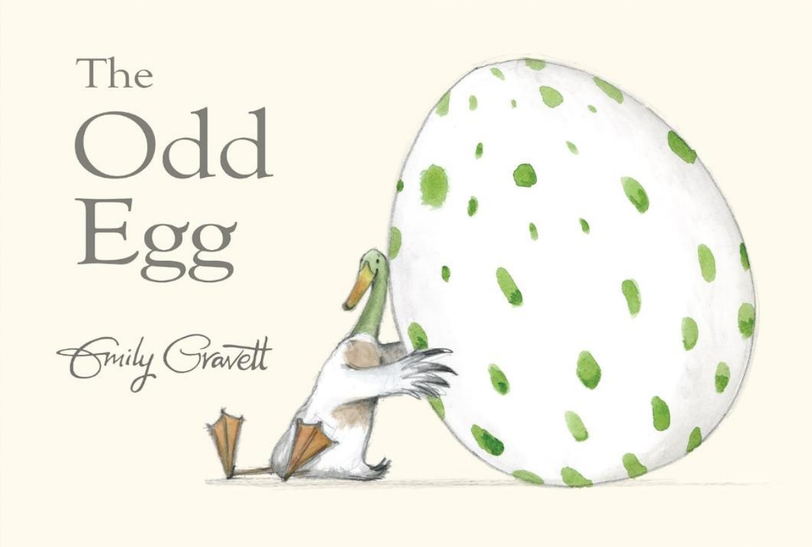
We are teaching these subjects to the children once a week.
We are following the scheme of work from Cornerstones (Music- we used a scheme of work called Charanga)

PE

We have two weekly sessions this term following the PE scheme Get Set.
Both sessions are lead by Ms. Boyt.

What are we learning about?

English







Capital letters

Full stops

Finger spaces

Using adjectives

Using ‘and’ to extend our ideas.

How you can support our child's handwriting and letter formation.

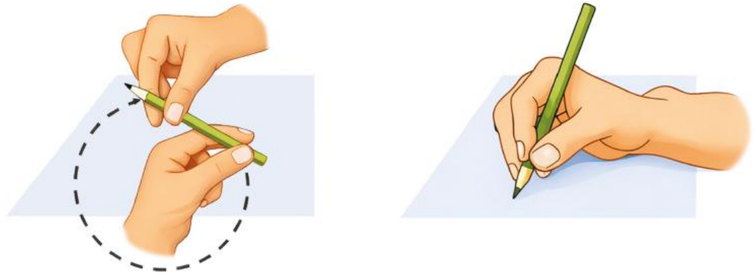
Tripod Pencil Grip Rhyme

REFERENCE

Right-handed



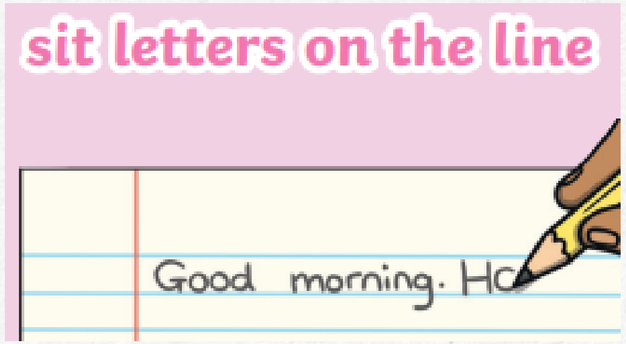
Point away the pencil... *pinch it near the tip...* *lift it off the table,*



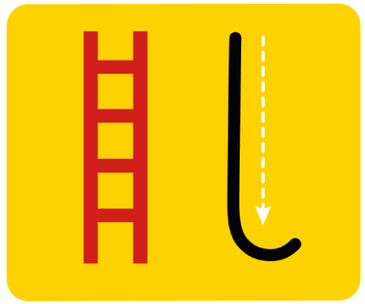
spin it round... *and grip!*

10

Letter-join

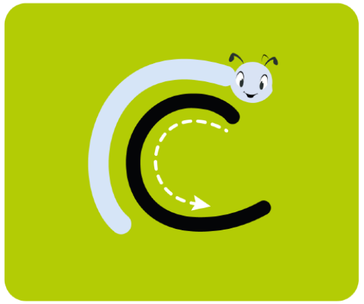


Ladders



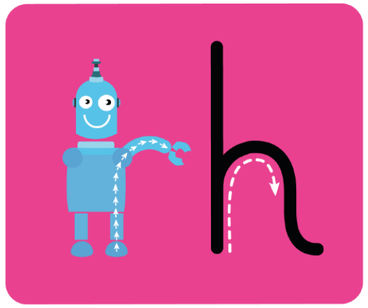
i l t j y

Caterpillars



a d c o f e s g q

Robots



m n p r b h k

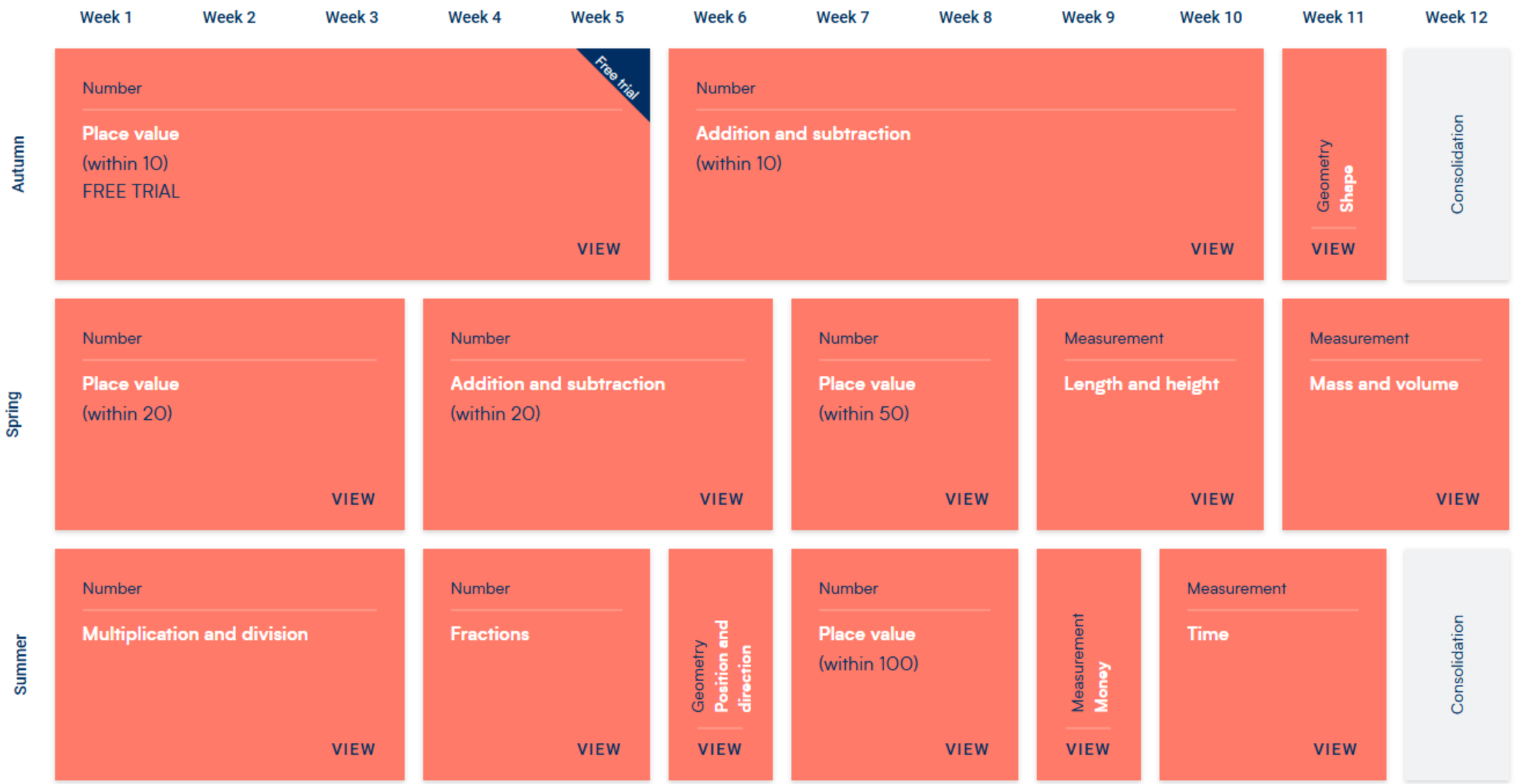
Zig-zags



v w x z

What are we learning about? Maths

Year 1:



What are we learning about?

Science

Marvellous Materials

Everyday materials

Materials are what objects are made from. Examples of materials include glass, wood, fabric, plastic, stone and metal.



*This vase is made from **glass**.*



*This table is made from **wood**.*



*This T-shirt is made from **fabric**.*



*This toy is made from **plastic**.*



*This statue is made from **stone**.*



*This cutlery is made from **metal**.*

Properties of materials

A property is a quality that a material has. Materials can be described by their properties, such as hard, soft, stretchy, bendy, transparent and waterproof.



*A paper kitchen towel is **soft** and absorbent.*



*A plastic toy is **hard** and **smooth**.*



*Rubber wellies are **waterproof** and **bendy**.*



*A ceramic mug is **hard** and **waterproof**.*



*A metal pan is **smooth** and shiny.*



*A cotton T-shirt is **soft** and **stretchy**.*



*A glass window is **hard** and **transparent**.*

A safety helmet is made from a plastic that is hard.

Cling film is made from a plastic that is bendy.





Comparing and grouping materials

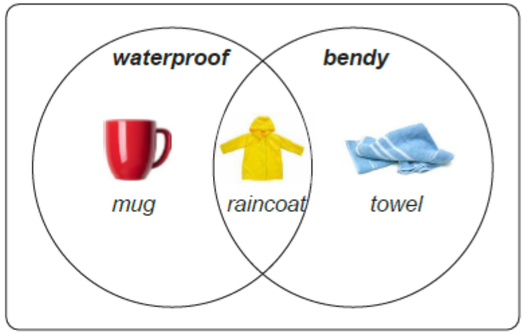
*Objects and materials can be compared and put into groups according to their similarities, differences or **properties**.*

These objects have been put into a group. They are all similar because they are made from fabric and are soft and bendy.



Venn diagrams

*A **Venn diagram** is a way of grouping information or objects using overlapping circles. It can be used to group objects according to their properties to find their similarities and differences.*



*This **Venn diagram** shows that the ceramic mug is waterproof but not bendy. The fabric towel is bendy but not waterproof. The plastic raincoat is **waterproof and bendy**.*

Image from adobestock.editorial/TatianaSokhina

Downloaded by Ashplant at St Jude's C of E Infant School on 11/08/26
Copyright © 2026 Cornerstones Education Limited

Phonics



- Whole class with smaller groups where necessary to support children who might be off-track.
- Small group targeted Phonics teaching for those who are pre-age related expectations.
- Monster Phonics books that go home each week are related to the sounds and spellings that they are learning in daily lessons.

Phonics

Year 1 Progression Map

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12
TERM 1	ff ss zz ll ck nk	tch ve ai	oi ay oy	suffix s/es ASSESSMENT 1 a_e	e-e i-e o-e	u-e u-e ar	ee suffixes ed/ing	ASSESSMENT 2 ea ea	er ir ur	oo oo oa	ASSESSMENT 3 oe suffixes er/est	ou ow ow
	a, be, he, me, we, she, no, go so, to, do, today, I, by, my	love, some come, was is, his has, one once, friend your	the, of said here there you school	house, our where were they says are, ask, put push, pull, full	from, help back, animals will, this, that then, them with, went, off children, just	made, make came, like time, by, my I, I'm into, too don't	see, very day, have when, about out people	look, looked asked, could saw, all down now	Mr, Mrs what their little called	HFW REVISION	more, horse gone, live would school soon, food room	play, way, say may, away been, need keep, feet snow, grow window, know
	YEAR 1 CEWs				100 HFWs					200 HFWs		
TERM 2	ue ue ew	ew k before y i e ASSESSMENT 4	ie ie igh	or ore aw	au air Prefix un	ASSESSMENT 5 ear (Long E-r) ear (air)	are y ph	wh e o	ASSESSMENT 6 Review ff ll ss zz ck nk tch	Review ve ai oi ay	Review oy a-e e-e i-e	Review o-e u-e u-e ar
	three, tree trees, green, sleep queen, please ever, never, river under, better after	good, took, book looks, looking car, dark, park hard, garden found, round around, mouse shouted	going, most over, cold told, gave take, place	he's, we're even, began before because girls, birds first	sea, tea, eat each, really these, other mother another	floppy, any many, every everyone baby, only suddenly pulled	want, wanted great, us has, inside liked, can't didn't, key hear, white	love something coming, fly why, new use, there where, boy	which, head dragon animals couldn't eyes, lived boat, cried	giant, find laughed again, friends different door, jumped stopped	thought through magic narrator once, air, who I've, I'll, these	200 HFW REVISION
	200 HFWs											
TERM 3	g c PHONICS SCREEN	Review ee ea ea er	Review ir ur oo oo (u)	Review oa oe ou ow	ASSESSMENT 7 Review ow ue ue ew	Review ew ie ie igh	Review or ore aw au	Review air ear ear are	Review y ph wh e ASSESSMENT 8	Review o Prefix un k before e, y, i 2 syllable words	Compound Words Numbers Contractions	Days Months Colours
	HFW REVISION	be, he, me, we she, no, go so, to, do, today, I, by, my	love, some come, was is, his has, here there, friend your	the, of said house our one once	where were they says are, ask, put push, pull full, a	from, help back, animals will, this, that then, them with, went, just children, off	made, make came, like time, by, my I, I'm into, too don't	see, day very, have when, about out, people	down, now look, looked asked could saw, all	Mr, Mrs their little what called	HFW REVISION	HFW REVISION
	YEAR 1 CEWs				100 HFWs							

Monster Phonics
monsterphonics.com

© Monster Phonics 2021

In May, all children in Year 1 across the country take part in the **Phonic Screening Check**.

We are supporting any children who may not be 'on-track' to pass through targeted intervention during the school day.

Reading



- Each week, children will be sent home with these books:
  - A ‘Sharing’ book (not always decodable)
  - Eventually a school library book of their choosing.
  - A Monster Phonics book relating to their learning in Phonics that week starting from this week.

Reading ***at least*** 3 times a week please!

Monster Phonics books are not given to the children based on their individual reading level.

Sharing books are given to the children based on their individual reading level.

Behaviour

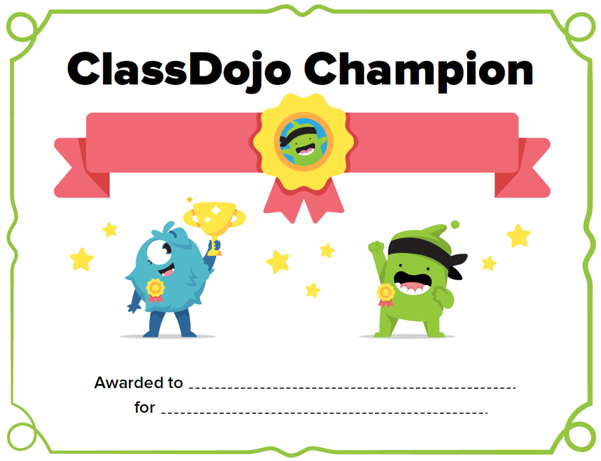
Stickers

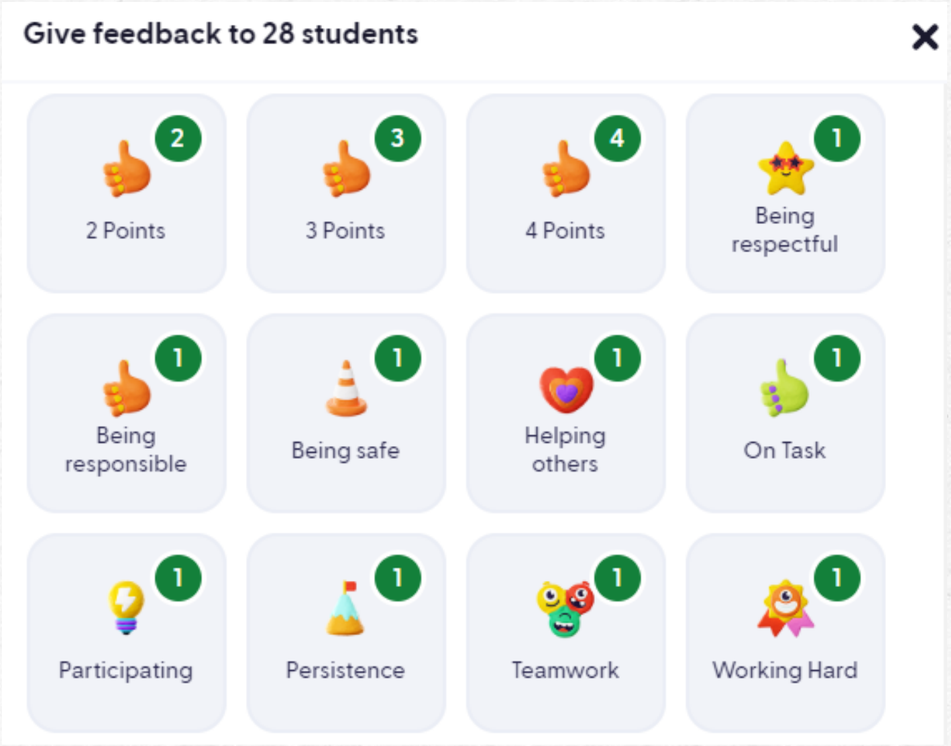


Verbal and non-verbal praise



ClassDojo





Be Responsible, Be Respectful, Be Safe

Homework

Homework goes home on Friday and needs to be brought back in on Thursday

Homework consists of 2 activities:

- 1 Spelling worksheet focusing on Year 1 Common Exception Words.
- 1 worksheet linked to an area of our learning that week.

General Information

Healthy lunch boxes and water in their drinks bottles.

KS1 have fruit/vegetable snack provided but only one option offered each day.

Children come to school wearing their PE kit on their PE days.

The school day ends at 3pm.

The school day starts at 8:30am.

We always appreciate volunteers to hear the children read. If you would like to volunteer, let us know.



Thank you very much!

Any questions?