



Year 1 Curriculum Evening

October 2025

Transition from Reception to Year 1



- Week 1 & 2 - Whole class inputs for English, Maths and Science, PSHE - Continuous (CP) and Enhanced Provision (EP)- all adults supporting. Phonics assessments.
- Week 3-7 - Whole class inputs, PE - gym, outdoor - Coaches, Music, Computing, History, Art - adult led activities (4-6 children) based on input - 1 adult supporting CP & EP. Morning playtime with Y2. Start reading groups.
- After half term move to 2 adult led activities for Maths and English (6-8 children each group) 15 children on independent CP&EP. Foundation subjects taught with whole class inputs and adult led activities throughout afternoon.
- Next step is all 30 children working at tables - 2 adults led tables (8 children each group) 2 tables independent activity linked to input. (Usually after Christmas).
- By the end of the year all 30 children working at the same time at the same but differentiated activity for Maths and English - adult support is rotated throughout the week. Foundation subjects are taught whole class and CP&EP accessible for 2-3 afternoons each week.



English in Year 1

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Curriculum 2014



- Spoken Language
- Reading
- Writing

Spoken Language



- Role Play and drama
- Values Circle
- Retelling stories
- Small World
- Class discussions
- Story times
- Language for thinking

Reading - decoding



- Focus on being relentless on supporting children to be able to read. Rigour for all children to make sure that they can master key skills.
- Recognise graphemes, learn to blend and segment for spelling. Daily phonics teaching for 20-25mins.
- Additional keep-up and catch-up for children to fill gaps.
- Moving systematically on from Reception to being able to read more ways of representing each sound.



Reading – decoding (2)



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 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

How to help at home



<https://www.littleandlettersandsounds.org.uk/resources/for-parents/>



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For parents



The resources on this page will help you support your child with saying their sounds and writing their letters. There are also some useful videos so you can see how they are taught at school and feel confident about supporting their reading at home. Find our full Reception and Year 1 teaching programme overview [here](#) to see what your child will learn and when.

Note: Member schools wanting to share content with parents should share the link to this page. While some of the same content appears in the Engaging parents section in the logged in area of the website, the content on the Engaging parents page can only be viewed by members.

[Support for phonics](#)

[How we teach](#)

[Support for reading](#)

How to help at home (2)



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Learning for Life

Curriculum



► Curriculum Resources

Maths Resources

Reading Resources

► Phonics and Spelling Resources

PHONICS AND SPELLING RESOURCES

GUIDE TO SPELLING



TRICKY WORDS IN YEAR 1 AND 2



YEAR 1 SOUND MAT



RECEPTION SOUND MAT



Comprehension



- Children hear a range of stories every day.
- Range of fiction, non-fiction and poetry. Oatlands Reading Curriculum.
- Worked on during reading practice.
- Predict, retell, sequence, clarify, ask questions, give preferences and express opinions.



Reading Practice



- Children will read x2/3 per week in school. Books matched to phonic knowledge. Children aiming to be 90% fluent by Phase 4 - all other words decodable. Children are practising phonic skills in context.
- Each session will have a different focus - decoding, prosody and comprehension.
- In each session, we work on phonics knowledge linked to their book.
- The children will bring home a book on a Wednesday/Thursday and needs to be returned on a Tuesday.
- They will also bring home a book from the class library to share together.

Writing



- Writing is a very complex process.
- Children need to become fluent in a number of areas.
- Focus is on accurate secretarial skills. Dictation of sentences until children are secure in these basics.

Spelling



- Children segment in phonics lessons to spell words containing the 40+ phonemes taught.
- Common exception words are taught systematically throughout the year. These are shared with parents each week.
- Days of the week.
- How some prefixes and suffixes are used.

Handwriting



- Taught throughout the week in class.
- Use a scheme called Penpals.
- Children work on whiteboards and in handwriting booklets each week. Progression is shared each week on Google Classroom.
- Start to join in the summer term.

Composition



- Initially use texts to inspire and support children in their enhanced provision.
- Use Talk for Writing as a basis for developing story language.
- If you can't say it, you can't write it.

Vocabulary, grammar and punctuation



- Every writing topic has specific vocabulary that is taught.
- Punctuation including full stops, capital letters, spaces, exclamation marks, question marks.
- Use 'and' to join ideas.

What can help at home



- Read with your child. Listen to them read but also read to them, discussing the text and vocabulary.
- Practise the spellings we send home. Use the games in the spelling booklet for ideas.
- Support your child with any phonemes they don't know using resources on website.
- Use the sound mats and list of tricky words to support your child when writing at home.



Maths in Year 1

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How we teach Maths in Year 1



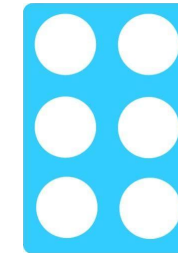
- Daily whole class teacher-led maths input
- Increasing number of adult-led small group tasks as the year progresses.
- Access to maths within the provision - allows for children to revisit prior learning.
- We use concrete resources throughout the year, this allows for children to see a physical representation of what they are doing.

National Curriculum 2014



Number

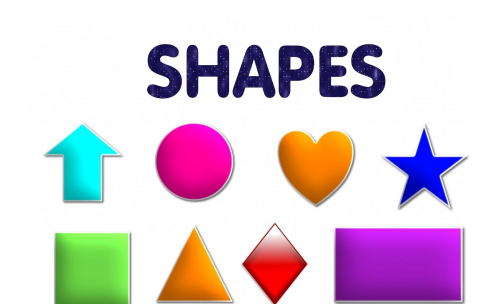
- Number and place Value
- Addition and subtraction
- Multiplication and division
- Fractions



Measurement

Geometry

- Properties of shape
- Position and direction



End of Year Expectations



- Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.
- Count, read and write numbers to 100 in numerals.
- Count in 2, 5s and 10s.
- Add and subtract 1-digit and 2-digit numbers to 20, including zero.
- Solve missing number problems such as $7 = 9 - ?$ using concrete objects or pictorial representations.
- With support, solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays.
- Recognise, find and name a half and a quarter of an object, shape or quantity.
- Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.
- Recognise and name common 2-D and 3-D shapes (rectangles, squares, circles, triangles, cuboids, cubes, pyramids, spheres)

How you can help at home



- Maths at home doesn't have to be formal and written down.
- Encourage the use of maths in everyday life.
- Ask maths related questions when playing.
- Use maths related terminology within conversations about numbers.
- Play games involving maths.
- Baking or cooking together

Maths Workshop Dates

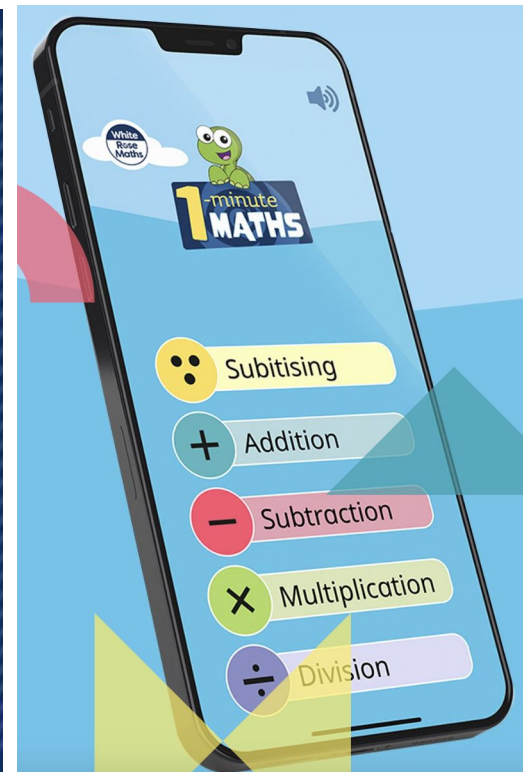
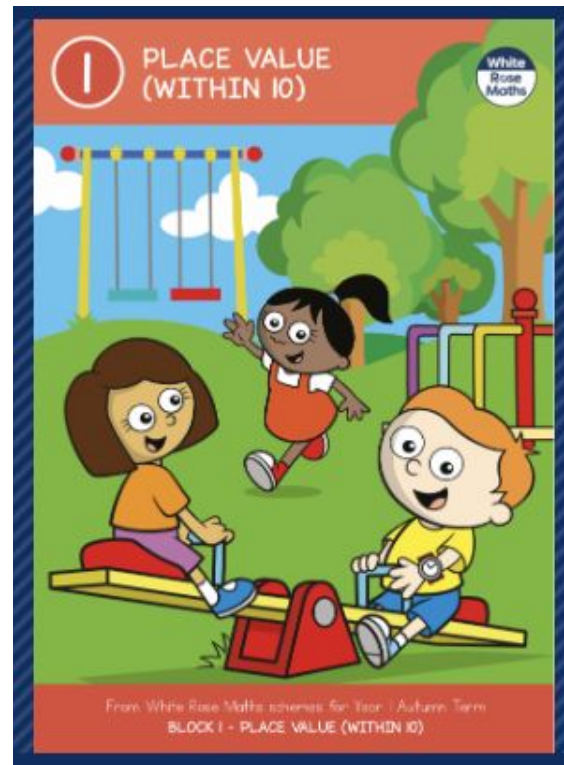
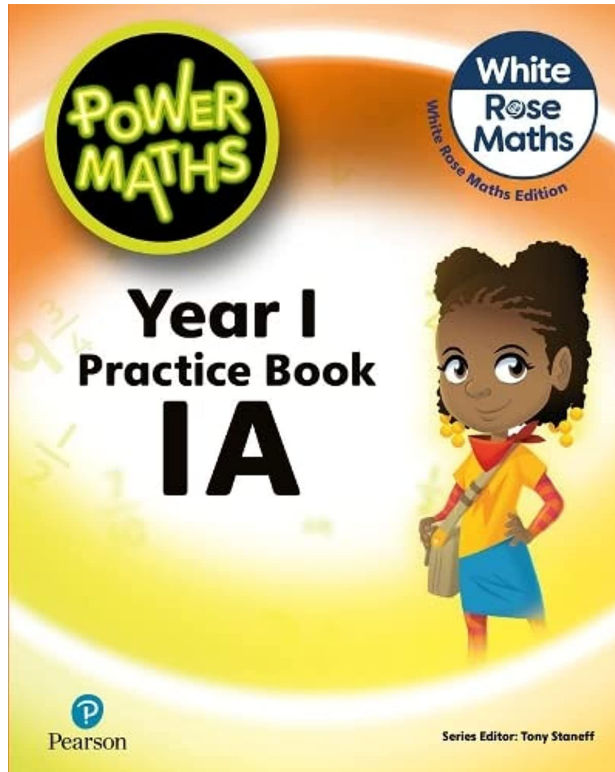


Jellyfish - Monday 6th October, 9:15

Starfish - Tuesday 7th October, 9:15

Seahorse - Friday 10th October, 9:15

Additional Resources





Foundation Subjects

Year 1 Curriculum Evening

What are the Foundation Subjects?



- Generally, in the afternoons in Year 1 we focus on Foundation Subjects. Some of these are taught every week, and others are taught in blocks.
- Our foundation subjects are Science, Art, Computing, DT, Geography, History, Music, PE, PSHE and RE.
- In most subjects we follow the National Curriculum. In PSHE we follow the PSHE statutory guidance alongside our values curriculum and in RE we use the locally-agreed syllabus (Surrey SACRE).

Science



- Science has two strands – working scientifically and scientific knowledge.
- Through our topics, children will carry out tests with support, using scientific language. Practical investigations will encourage noticing of patterns and observing changes.

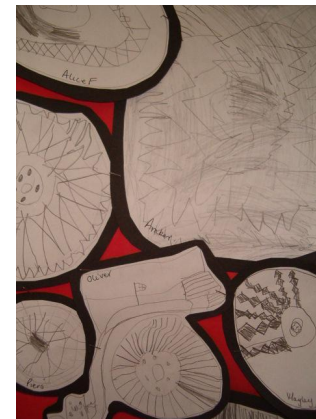
Topics

- Materials – identify, describe properties, compare, investigate (waterproofing)
- Ourselves – parts of the body, senses.
- Animals – animal groups, animal diets, comparing and classifying.
- Plants – identifying and describing common trees and flowering plants
- Seasons – observing and recording changes
- Visits – Life Base (our bodies)

Art



- Self Portraits
- Andy Goldsworthy - natural resources
- Wheel Printing (link to Brooklands/History)
- Artists – Frida Kahlo, Andy Warhol, Andy Goldsworthy, Kandinsky



DT (Design and Technology)



- Kites (joining/choosing appropriate materials)
- Pull along toy(linked to Brooklands Museum visit and History)
- Sewing and Embellishing – felt minibeasts toys
- Cooking- dates for after half term upcoming



Geography



Locational Knowledge

- - Continents, Oceans

Place Knowledge

- – Oatlands – what is our local area like?

Human and Physical features

- beach, forest, mountain
- city, factory, shop

Geographical Skills

- Map work
- Compass
- Aerial photographs
- Field work

Weather

- Seasons, types of weather, forecasting, equipment



History



Explore historical sources, changes, chronology and develop enquiry skills through different topics.

Toys

- How toys have changes in living memory
- Toy workshop in October

History of Flight

- Brooklands Museum trip
- Wright Brothers
- Amy Johnson

Moon travel

- Katherine Johnson, Dorothy Vaughan, Mary Jackson
- Neil Armstrong
- Workshop all about space!



Music



“Charanga” online music scheme:

- Singing
 - Listening
 - Composing
 - Musicianship - pulse, beat, pitch
 - Djembe Drumming
-
- Harvest, Christmas and Easter songs

- Values
- Families and friendships
- Respectful Relationships (incl. bullying)
- Keeping Safe (including online)
- Financial education

[illegible]

PE (Physical Education)



Gymnastics – travelling, rolling, jumping

Dance / Drumba

Yoga

Outdoor Games - Coaches

- Ball skills
- Football
- Uni-hoc
- Tennis
- Athletics

Sports Day



RE (Religious Education)



Follow Surrey Agreed Syllabus (SACRE) which publish curriculum for Surrey Schools. Reviewed every 5 years, new syllabus last year.

Christianity(1.5 terms)

- Features of a church – visit to St Mary's, Oatlands.
- Why do Christians call God Creator?
- What is the nativity and why is it important to Christians?
- What do Christians learn from the stories of Jesus?



Islam (half a term)

- What is important for Muslim families?
- What are the five Pillars of Islam?
- Visit to Shah Jahan Mosque, Woking

Judaism - The Torah (half a term)

- What is the Torah and why is it important to Jewish families?

Thematic Unit (half a term)

- Why do people tell stories?

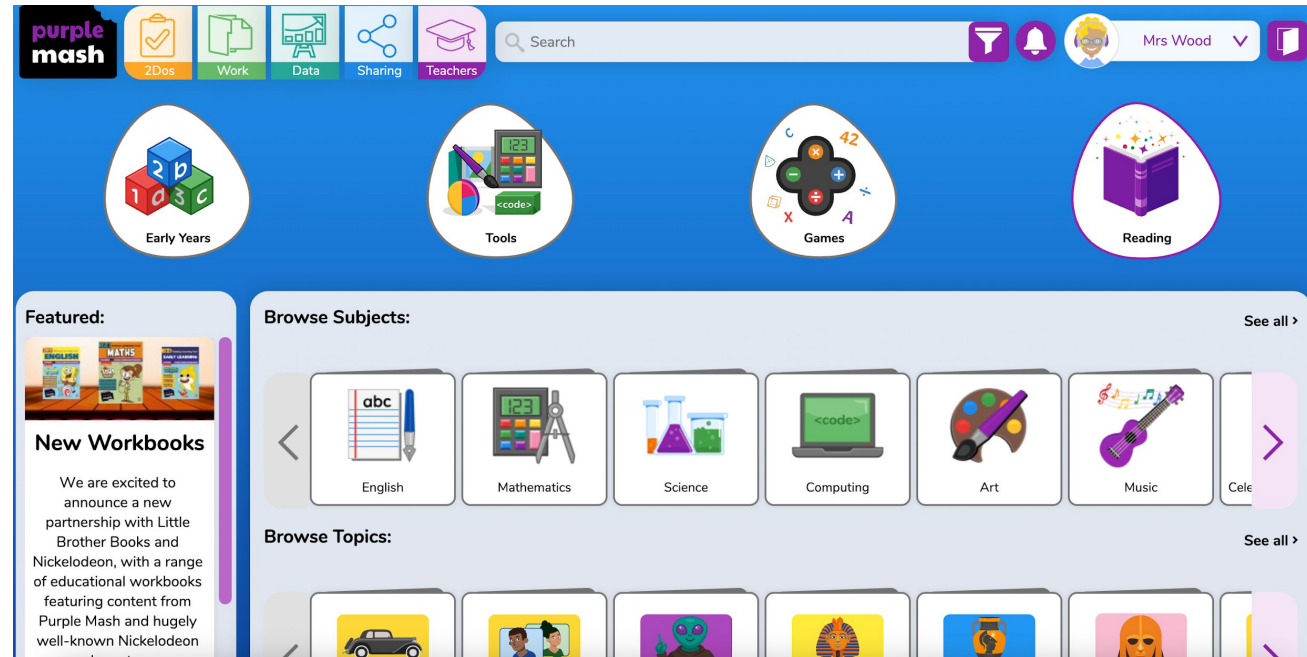
Online Safety



Sid's Top Tips

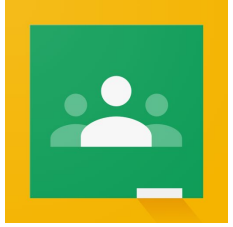


Purple Mash



Username: first name and last name initial.
Password: You will be sent home a 4 digit code

<https://www.purplemash.com/sch/oatlands-kt13>



Google Classroom



- See photographs of the children's activities at school.
- Reminders from teachers.
- Children learn to upload photos of work in class.
- Add and complete homework later in the year.