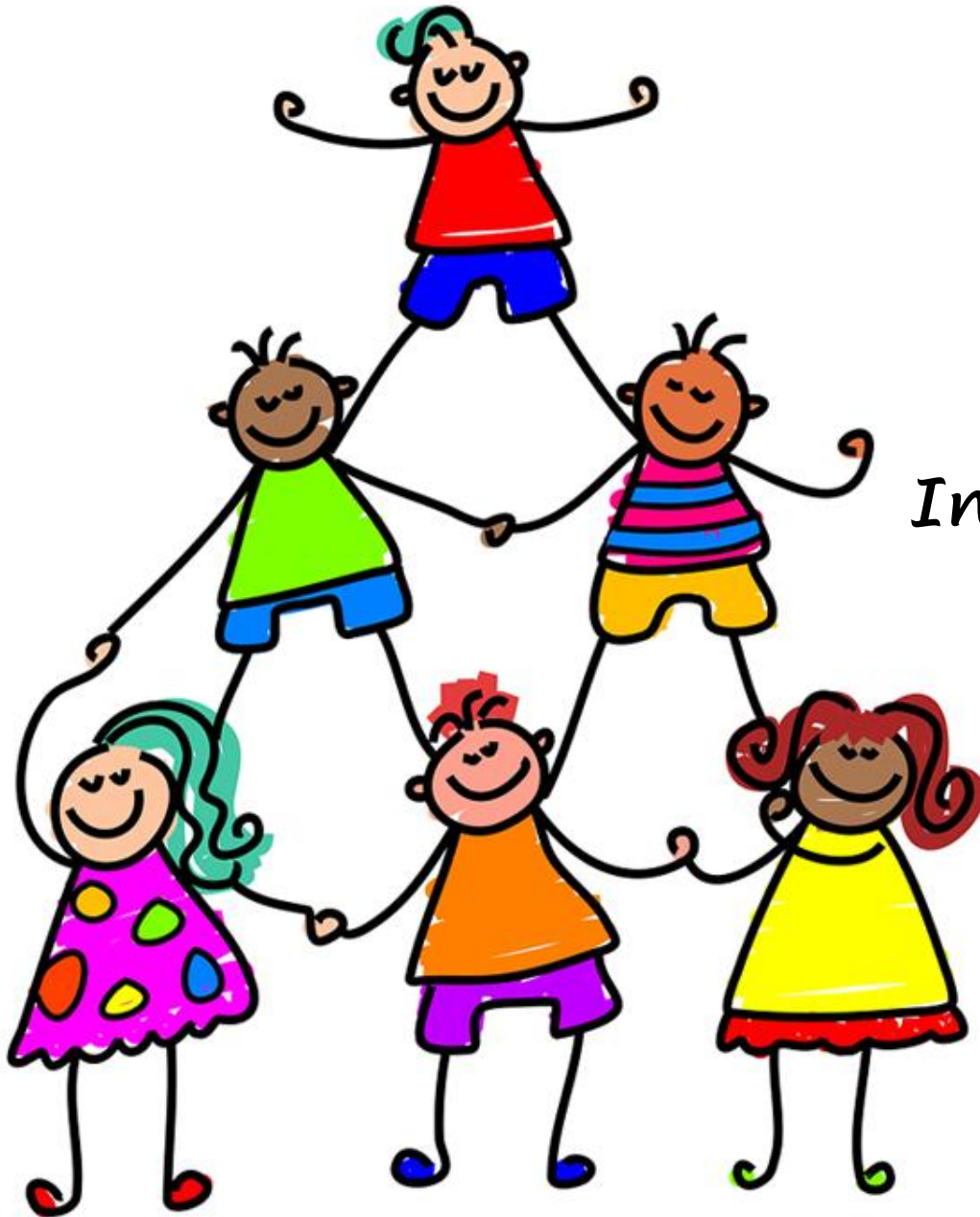




Information Evening for Year 1

16th September 2026



A typical day in Year 1...

Morning:

- Register
- Phonics and handwriting
- Maths
- Snack, story time and playtime
- English or Reading Practice Sessions

Afternoon:

- Register
- Mastering Number session
- Wider curriculum
- Playtime (flexible)
- Assembly/Collective Worship



Continuous Provision in Year 1

- There will be opportunities throughout the day for your child to play and consolidate their learning independently.
- This has helped children transition into Year 1.
- During the Spring and Summer term we will be getting children ready for Year 2

CHILDREN
learn as they
PLAY.

Most importantly,
in PLAY
children LEARN
how to
LEARN.



- O. Fred Donaldson



The Curriculum in KS1

Core Subjects:

English

Mathematics

Science

Foundation Subjects/Wider Curriculum:

Computing

History

Geography

Art

Design & Technology

Music

Physical Education

Personal, Social, Health Education

RE



The Wider Curriculum in Year 1

Our topics this year are:

Autumn

- Back to the Future
- Let's Celebrate

Available on the website
**Termly Curriculum Overviews and Class
Timetables**

Spring

- The Whole World in our Hands
- It's a Mystery

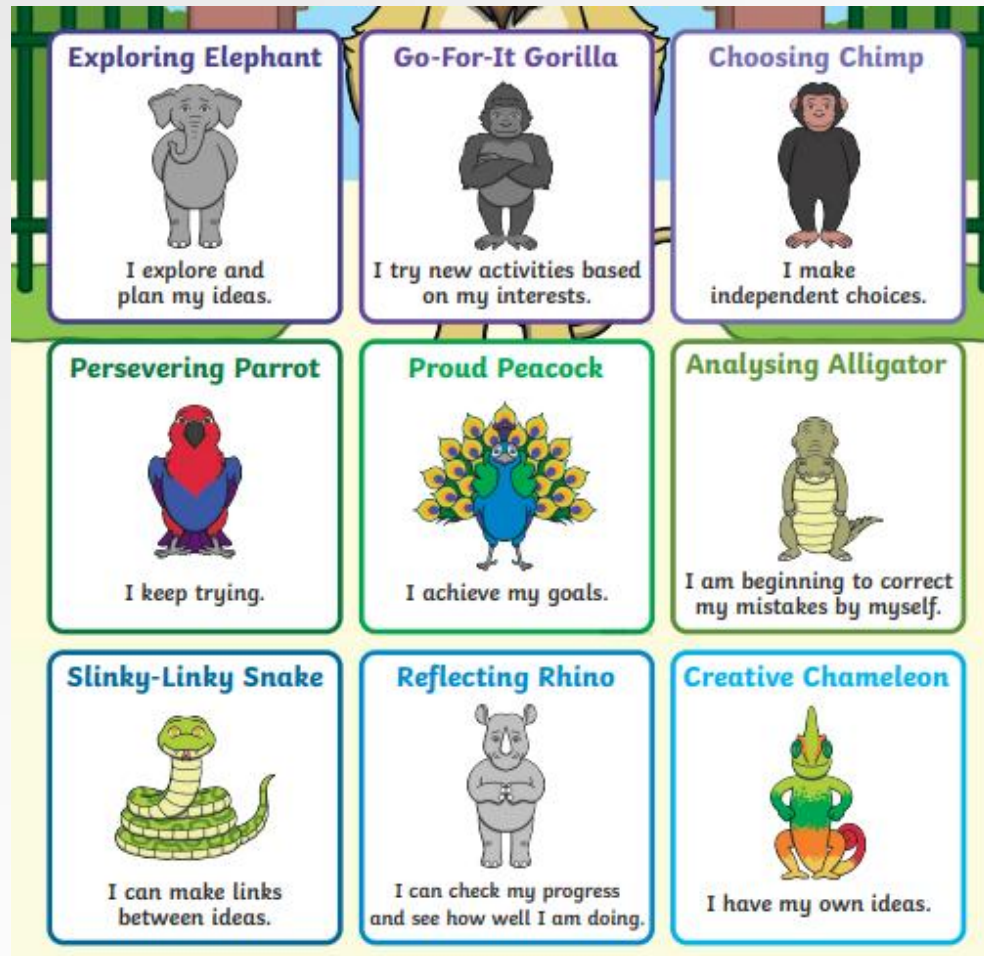
Summer

- Underground Overground
- Here and There



Characteristics of Effective Learning

Learning about how we learn





Zones of Regulation

- The Zones of Regulation is an approach to teach self-regulation
- The Zones of Regulation categorises states of alertness, energy and emotions into four coloured zones:
 - Blue Zone
 - Green Zone
 - Yellow Zone
 - Red Zone

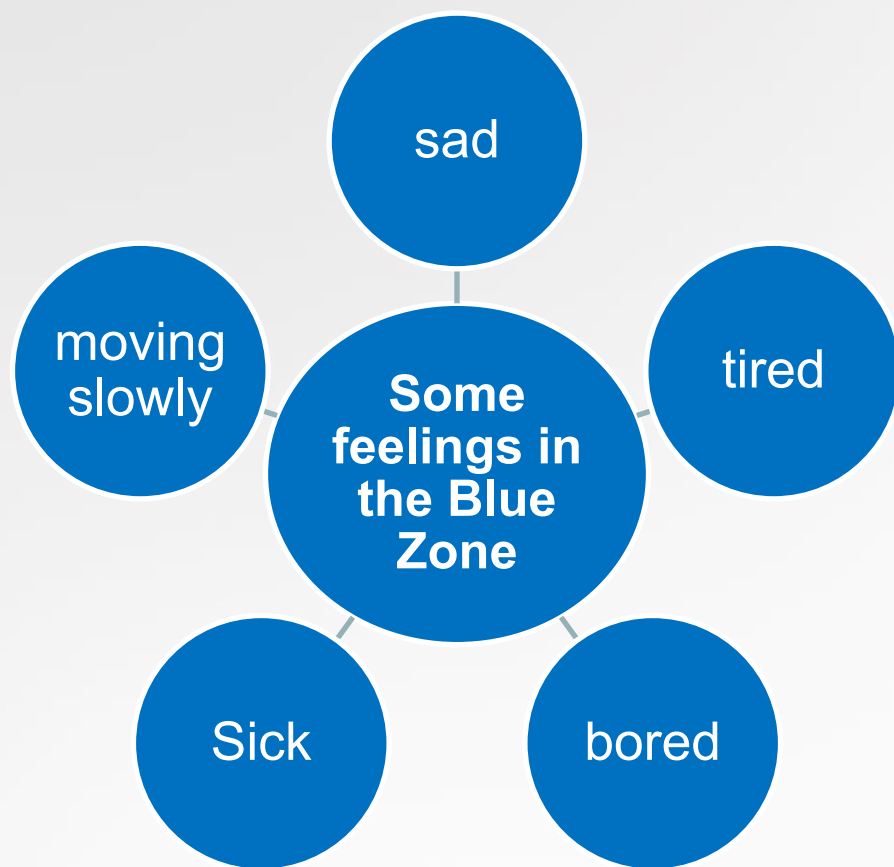


At the end of Primary...

- Children at the expected level of development will:
 - Understand the range and scale of emotions that they might experience in different situations
 - Understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition
 - Recognise feeling and use varies vocabulary to talk about their own and others' feelings
 - Be able to judge whether what they are feeling and how they are behaving is appropriate and proportionate



The Blue Zone



Possible body signals:

- moving slowly
- slow heartbeat
- foggy head
- heavy limbs



The Green Zone



Possible body signals:

- relaxed muscles
- comfortable body temperature
- focused/engaged brain



The Yellow Zone



Possible body signals:

- wiggly
- heart beating faster
- body warming up
- muscles tense
- thinking faster



The Red Zone



Possible body signals:

- heartbeat fast
- skin flushed
- hot/sweating
- muscles tense



All of the Zones are okay

- A core belief of The Zones of Regulation is that all of the zones are okay.
- We routinely experience several of the Zones across a day and it is critical that we don't convey the message that the Green Zone is the only acceptable Zone to be in.



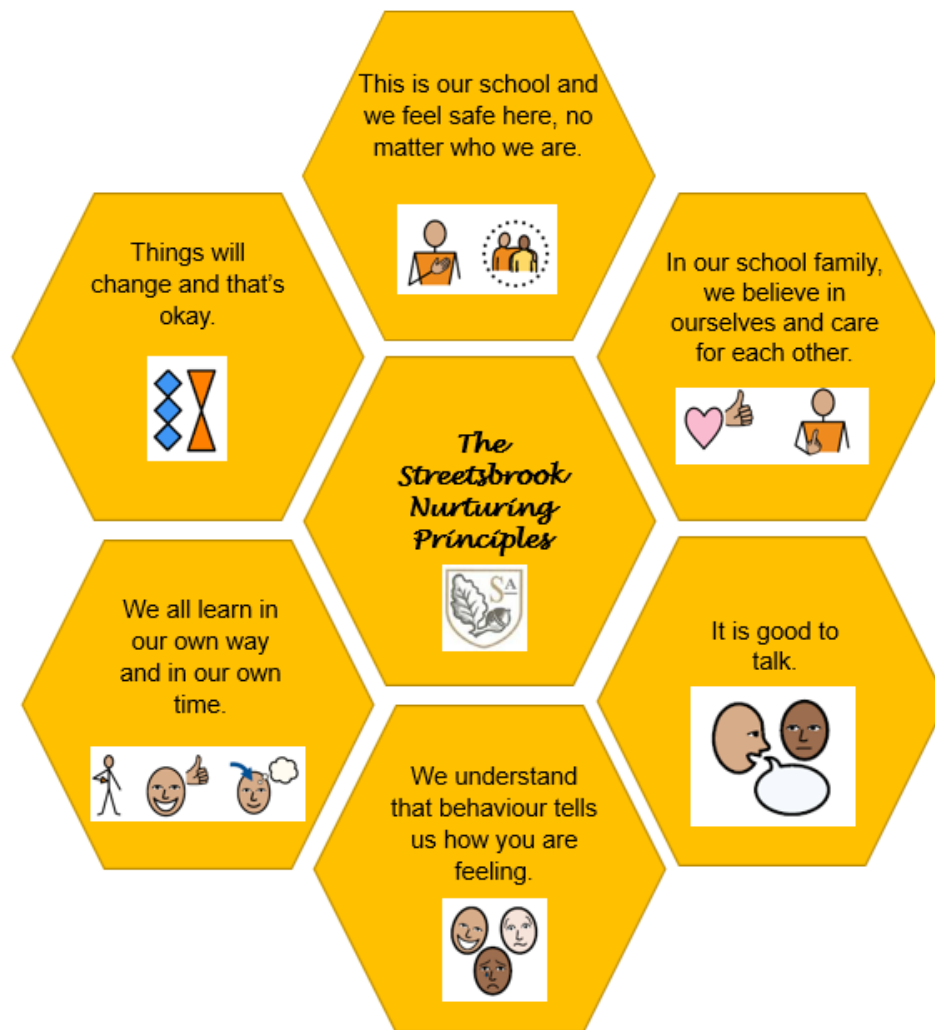


PSHE & Nurture at Streetsbrook

- We primarily use **SCARF**.
Safety, Caring, Achievement, Resilience, Friendship.
- Coram SCARF is the leading charity provider of relationships, health, wellbeing, and drugs education to children across the UK. Coram SCARF offers a whole-school approach to wellbeing and Mental Health. SCARF's whole-school approach supports primary schools in promoting positive behaviour, mental health, wellbeing, resilience and achievement.
- We also participate in a range of supporting events and initiatives such as;
 - NSPCC PANTS Rule
 - Anti-Bullying Alliance Day
 - Safer Internet Day
- External providers enhance our provision with special assemblies/workshops. Examples of this include Road Safety and Scootability Training, Police led Personal Safety input, Life Ready Encounters and Carbon Monoxide Awareness training with a wonderful character called Safety Seymour!



Nurture





Anti Bullying - S.T.O.P

This means that an isolated incident would not be deemed to be an act of bullying but would still be investigated and dealt with by staff.

These messages are regularly reinforced in the school.

We encourage all children to **'Start Telling Other People'** if they feel they are being bullied.

Bullying is not when two people have a disagreement or fall out over something, it is usually

Several
Times
On
Purpose



Start
Telling
Other
People



Online Safety

Children love using technology and are learning to navigate websites, online games consoles and touch screen technology such as iPads and smartphones from a very young age. **However, increased use of technology at school and home also exposes children to a number of risks and dangers.**

Opportunities for children to develop an age-appropriate understanding of keeping safe online are explicitly taught through our Computing curriculum, embedded into our wider curriculum and emphasised through special focus events such as Safer Internet Day.



Safer Internet Day





Online safety



Safe ~ to remain safe by protecting personal information;

Meeting ~ never meet somebody you have only been in touch with online without a parent or guardian;

Accepting ~ do not accept email, files or messages from people you don't know;

Reliable ~ not all information on the Internet is true, including the identity of others

Tell ~ it is never too late to tell a parent, carer or responsible adult if someone or something makes you feel afraid online.



N.B. Across the school we have noticed an increase in children having access to inappropriate materials online. This will be regarded and reported as a safeguarding concern.



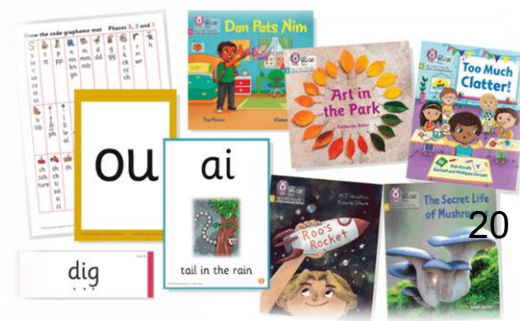


Phonics and Early Reading in Year 1

- Daily Phonic sessions
- 3 Reading Practice sessions in school, eBook will be added to each child's Big Cat eLibrary after it has been completed in school
- Regular assessment points
- Keep up sessions are built into the programme for children who need them

As children progress through school access to the curriculum will be dependent on being able to read.

Children need to practice They need help with this

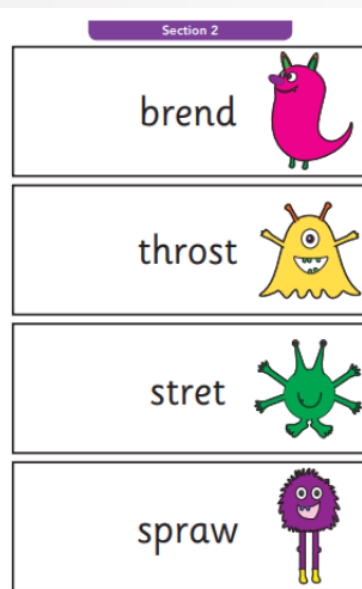
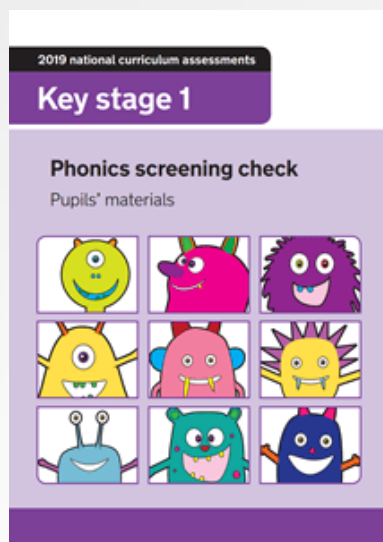




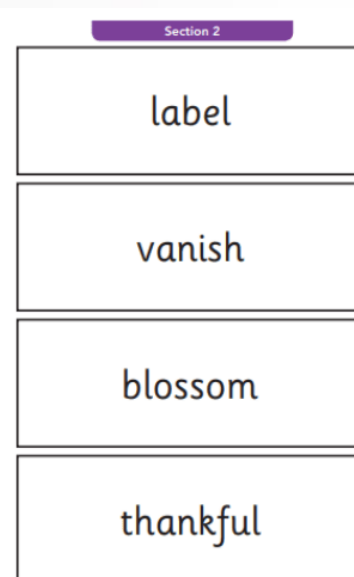
Phonics Screening Check in Year 1

Children in Year 1 will be required to sit the statutory Phonic Screening Check – W/b 14 June 2027. This will be administered in a familiar setting by a familiar adult.

The children will have the opportunity to engage with practise materials in school. This will include mock checks to assess progress and target group or individual support where necessary.



Page 15 of 24



Page 21 of 24

Last year 55 out of 60 children passed the PSC



Telling the Time Activity Book for Ages 5-7 (CGP KS1 Activity Books and Cards)

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40% off Prime Day Deal

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[Back to results](#)

Sponsored



Little Wandle at Home Phonics Flashcards for Year 1: Phase 5 (Big Cat Phonics for Little Wandle Letters and Sounds Revised) Cards – 12 Sept. 2022

by [Wandle Learning Trust and Little Sutton Primary School](#) (Author)

4.7 ★★★★★ 290 ratings

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Big Cat Phonics for Little Wandle Letters and Sounds Revised has been developed in collaboration with Wandle Learning Trust and Little Sutton Primary School. It comprises classroom resources to support the SSP programme and a range of phonic books that together provide a consistent and highly effective approach to teaching phonics.

Dimensions: 117x77mm (Cards)

A set of 49 phonics flashcards to support children who are using Little Wandle for Letters and Sounds Revised at school and the perfect tool to support phonics learning at home.

The Little Wandle complete systematic synthetic phonics programme has been developed for schools by schools, and is fully validated by the Department for Education.

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End of Year Assessment

End of year report in **Reading, Writing and Maths**

The national expectation by the end of Year 1 is that children will be at **‘expected standard’** where they meet age-related expectations for the curriculum area being assessed

If a child has not yet met age-related expectations, they will be said to be **‘working towards.’**

A child exceeding age-related expectations at the end of the year will be said to be **‘working at greater depth.’**

End of year report in **all other Curriculum Areas**

‘expected standard’ or ‘working towards the expected standard’

* Some children with SEND will be assessed using Pre Key Stage assessment criteria



English and Maths End of Year Expectations

www.streetsbrook.co.uk/curriculum/

Curriculum

[Home](#) >> [Key Information](#) >> [Curriculum](#)

Streetsbrook provides an inclusive, creative and challenging curriculum and a diverse range of other activities that are well matched to all learners' needs and capabilities. This highly personalised curriculum is coherently planned, regularly reviewed, evaluated and improved. This ensures that children leave Streetsbrook emotionally secure, eager to learn, socially adept, academically successful and are well prepared for their next stages of education.

We firmly believe that the learning journey the children undertake is as important as the destination and we have a long tradition of making memories for our children and their families. Children and parents identify the range of enrichment activities to be a strength of our provision.

SMSC (Social, moral, spiritual and cultural) and British values are reflected across the entire curriculum but may also be taught explicitly during assemblies, RE and PSHE. Characteristics of Effective Learning in the EYFS and Life Ready skills in both Key Stages are an integral part of learning and are also embedded throughout the Curriculum.

Streetsbrook is very successful in preparing children for their next stage in education. Outstanding teaching, an exciting curriculum and the continuous drive for improvement by all ensures that not only are the children equipped with the academic knowledge, skills and understanding to prepare them for their future, but also ensures that they are confident and caring individuals ready to influence and shape the world they live in.



English at
Streetsbrook



Maths at
Streetsbrook



PSHE at
Streetsbrook

The links below contain Curriculum Overviews for each half term.



Childcare
Curriculum
Overview for
Parents



Nursery
Curriculum
Overviews for
Parents



Reception
Curriculum
Overviews for
Parents



Year 1
Curriculum
Overviews for
Parents



Year 2
Curriculum
Overviews for
Parents

[Click here to view Curriculum Evening Presentations - September 2021](#)



[Curriculum Policy](#)



[Principles for Assessment](#)



[End of Year 1 Expectations](#)



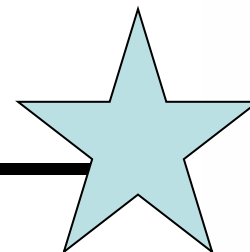
[End of Year 2 Expectations](#)



[Activities & Toys that support caregiver - child interaction - EYFS](#)



[FAQs about RSE Changes](#)





Homework at Streetsbrook



Numbers challenge



Do you have a clock in your house?

Can you read all the numbers?

Where else in the house can you find numbers?
Can you find some in every room in the house? What numbers can you find?

Look carefully, some of them might be hidden.

Write down some of the numbers you find and draw what they are on.



3 9 10 11 12

Family comments:

Child comments:



Curriculum Link

To read and write numbers to 20.

familymathstoolkit.org.uk

N National Numeracy
for everyone, for life

For use by the purchasing institution only. Copyright © National Numeracy 2015. Commercial copying, hiring and lending is prohibited.
Registered charity no: 1145669

Year 1 Homework (Autumn 1 Week 1)

Spelling Practice- Repeated practice of spelling helps children move their learning into their long term memory. Please keep sessions short and fun!

- Read the words
- Add the sound buttons underneath the words (dots and dashes)
- Write the words
- Do a spelling quiz then check the words together and correct any spelling errors

Year 1 Autumn 1 week 1

Graphemes

ee	oo	or	ow
igh	ar	oo	ear

Spellings

feel	food	sort	down
right	hard	took	hear

Tricky words

go	my	into	out
----	----	------	-----

Dictation- Dictation takes place weekly in school using sentences practiced the week before at home. Please complete the following weekly with your child.

- Read one of the sentences from the box below to your child
- Ask them to recall the whole sentence verbally and repeat
- Ask them to count the number of words in the sentence
- Ask them to write the sentence from memory, using their
- Check the sentence together and correct any spelling errors (do this)

Autumn 1 week 1

The toads feel so cool.
The boot on my right foot is too hard.
I can see foxes in the car lights.
We can go down to the town on the bus.



Issued on a Friday to be returned by Friday



Reading Homework



- Home reading – a ‘show off’ eBook from our Big Cat for Little Wandle Letters and Sounds Revised programme. Located on the Collins Hub Website. **ebooks issued by the Friday.**
- Shared reading book – a book to be shared with an adult at home, NOT for independent reading. Children can swap this book daily if required but are reminded to return a book first.



Key Messages

- **Milk at snack time-** As your child has now turned five payment is required for them to drink milk at snack times. (See website)
- **Developing independence** - this is a key aim in Year 1, please support this by encouraging children to take responsibility for their own belongings.
- **Water bottles, uniform, bookbags, PE pumps** – please name clearly, that way you stand a much better chance of getting it back if it gets lost!
- **Bookbags** – please keep contents and attachments to a minimum. No water bottles in bookbags.



Key Messages

- **Messages for staff** – please pass any messages onto the member of staff on the door in a morning or alternatively please contact the school office via email or by phone. Reading diaries are only for learning based communication.
- **End of the day dismissal** - please wait until your child is at the front of the line to call them over. Children will only be dismissed when the Teacher has seen the adult.
- **Positive outlook on school and learning.** Our feelings can project onto our children (if we worry, they worry!)
- **Support growth mind-set** – it's okay to make mistakes or to find things difficult, this is how we learn.



Thank you! Any questions...

