

Welcome to Year One

Miss Collins (Willow)
and
Mrs Kilby (Elm)

Staff in Year One



Mrs Rothwell



Miss Devenport



Mrs S



Mrs Welch



E-safety

- Be SMART on the Internet
- Children are taught about e-safety regularly
- How e-safe are you at home?
- How do your children access the internet?
 - Xbox, PlayStation, iPads/tablets, phones...
- Child friendly versions of apps
- <https://saferinternet.org.uk/> - allows parents to find information, age restrictions etc. of different apps/games

If you are ever helping in school our policy is that phones must be left with the office or at home.

Transition support

- We know that some children may have found this transition quite tricky – it is a big change for them!
- Here is some parent resources to help you support your child with their emotions

<https://inourplace.co.uk/moving-up/>

- They will make new friends, and still see their old friends at playtime/ lunchtime
- They **will** settle into their new class/year group, it just may take some time and patience from you!

SOLAR

Solar is a partnership between Birmingham and Solihull Childrens and Adolescent Mental Health, Barnardo's and Autism West Midlands. We provide Emotional Wellbeing and Mental Health services to children, young people and families in Solihull

Mental Health Support Team (MHST)

MHSTs have three core functions:

1. To deliver evidence-based interventions for mild to moderate mental health issues.
2. Support the mental health lead in each school or college to introduce or develop whole school or college approach.
3. Give timely advice to school and college staff and liaise with external services if needed



If you feel as though your child needs support with their mental health, please speak to your schools Senior Mental Health Lead, to discuss a referral to Solar.

Self-referrals and parental referrals are also accepted and can be made online. <https://www.bsmhft.nhs.uk/our-services/solar/>

Alternatively, you can speak to your GP



autism
west midlands

solar
Brightening
young futures

BARNARDOS
Changing childhoods.
Changing lives.

Birmingham and Solihull 
Mental Health NHS Foundation Trust



BLOSSOMFIELD LUNCHBOX



Children at Blossomfield worked in their class councils to generate our lunchbox rules. Children felt we needed some sensible rules to keep our lunchboxes healthy in order to:

- Stop us getting sick from eating too much sugary food
- Help make us strong
- Look after our teeth and our bodies
- Be fit and healthy
- Give us brain food

We wanted to create a set of rules that we can all stick to. This is what we decided.

6 rules for lunchboxes at Blossomfield

Sandwiches, wraps and pasta are a great main. We can have ham, cheese chicken, tuna. No jam or chocolate spread please!

We can have one pudding with our lunch, such as a jelly, yoghurt or small cake.

Our drink needs to be water like our friends who have school lunches.

At least one portion of fruit or veg every day – but more is better!

(small pieces of fruit/veg, such as cherries or grapes MUST be chopped in half as they are a choking hazard)

Friday is treat day – this means we can have one treat in our lunchbox such as crisps or a chocolate biscuit. No treats on any other days.

NO NUTS or SEEDS – We are a nut free school due to allergies that could be life threatening to some of our friends.

PLEASE HELP US TO KEEP THESE LUNCHBOX RULES!

Year One...

- Year One builds upon the children's own experiences and what they have already learned during their Reception year.
- Children will develop their independence, knowledge and skills.

A typical day...

- Busy book activity or reading as they come in, and register
- 20–30-minute phonics session, 5 times a week
- Daily dash
- English
- A flexible playtime and snack
- Maths
- Lunch
- Guided reading/interventions
- Subjects other than Maths and English
- Assembly
- Story & home time



English

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graph TD; English((English)) --- Reading; English --- Phonics; English --- Handwriting; English --- Speaking[Speaking and Listening]; English --- Writing;
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Reading; group reading
reading practice at home
reading diaries
oral comprehension

Phonics; blending
segmenting
real and pseudo
(alien) words

Handwriting;
letter formation
pencil grip and posture
correct placement of
letters

**Speaking and
Listening;**

P4C
circle time
news
talk partners
role play

Writing;
independent writing
writing for a purpose
punctuation
adjectives
grammar

Phonics



- The children participate in a phonics session 5 times a week.
- In Reception, children were taught phases 2, 3 and 4, and in summer they were introduced to phase 5.
- In Year One, we will consolidate the learning from Reception and continue teaching phase 5. Some children may need extra practice with oral blending, blending to read or segmenting to write.
- Essential Letters and Sounds (ELS) was created to ensure every child can read well, quickly. This phonics programme will support your children in making quick progress to become fluent and confident readers.



Reading

- Children are grouped for reading. These groups may alter over the year.
- Children may be given books they have already had, to re-read and develop their fluency.
- Regular practice at home will help make a difference– not just school books, library books, magazines, back of a cereal box...
- Please fill in the reading diary – even just the date!
- Oral comprehension.
- Groups read on different days – diaries and books need to be in book bags every day.
- Oxford Owl book linked to phonics – login details on front of diary.

Writing

- We teach writing through a method called The Write Stuff
- We have 4 writing lessons a week, plus one handwriting lesson
- We will always focus on capital letters, finger spaces and full stops, as well as correct letter formation
- You can support writing at home by writing postcards, thank you cards, birthday invitations, shopping lists, stories, diary entries etc.
- We will do a writing workshop later this year where we show you how we teach writing using The Write Stuff.



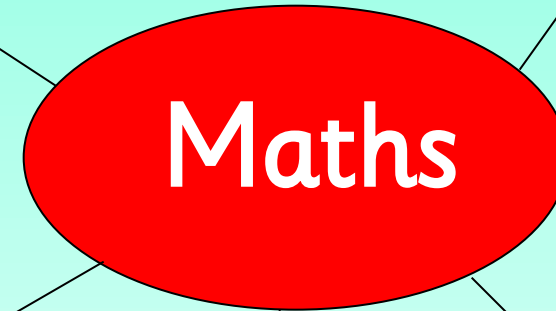
Number work; counting in 1s, 2s, 5s and 10s
one more than, one less than
reading and writing numbers
comparing and ordering

Calculations;

Addition and subtraction

using concrete resources
counting on/back
number lines
writing and reading $+$ $-$ $=$
mathematical symbols
known facts

Multiplication and division –
counting in multiples
practical problem solving



Measurements;

Length
Weight
Capacity
Time

Money;

Coin recognition and
value

Shape and direction;

2D shapes
3D shapes
Positional language

Topic Overview

Cornerstones		Term 1			Term 2			Term 3		
Year 1	Driver project	 Childhood History			 Bright Lights, Big City Geography			 School Days History		
	Linked English packs	Autobiographies	Non-chronological reports	Riddles	Information posters	Directions	Narratives	List poems	Diaries	Letters
	Linked book study	Wilfrid Gordon McDonald Partridge by Mem Fox			Topsy and Tim Visit London by Jean and Gareth Adamson			Whiffy Wilson: The Wolf who wouldn't go to school by Caryl Hart		
	Science	Everyday Materials		Human Senses	Seasonal Changes			Plant Parts		Animal Parts
	A&D	Mix It		Funny Faces and Fabulous Features	Rain and Sunrays			Street View		
	D&T	Shade and Shelter			Taxi!			Chop, Slice and Mash		
	Geography	Our Wonderful World			Geography covered in the main project			Geography revision and retrieval practice		

Year One Newsletter



Our learning theme this half term is
Childhood



8th – 12th September 2025

Dear Parents,

WELCOME BACK! We hope you have all had an enjoyable summer holiday! The Year 1 team have had a lovely week getting to know your children and are looking forward to the rest of the year.



<https://www.oxfordowl.co.uk/please-log-in>

The Reading book assigned this week is: **Essential Blending Book 21**
(revising some sounds introduced in Reception Summer term)



Our learning this week will include:

English - looking at The Write Stuff lenses and how they can help us with writing

Maths - count, read, write and represent numbers to 10, including number words

History- looking at a range of historical artefacts, such as old toys and baby bottles, and writing a sentence about them. Please read and discuss the Childhood Knowledge Organiser and Glossary with your child at home (attached to this newsletter).

Art- Exploring of primary and secondary colours

Science- identifying a range of everyday materials and their sources

Forest School- Forest school rules and games on the field.

Personal, Social and Health Education (PSHE)- Understanding what a right and responsibility is in our classrooms.

Maths Fluency- how 5 can be composed of two parts and practise recalling bonds of 5. They will identify that 5 can be seen as a 'square 4' and 1 more and can also be seen as 3 (in a triangular shape or a diagonal row of 3) and 2 more. Encouraging children to visualise these patterns will help them become more fluent in recalling bonds of 5.

Phonics

In phonics this week, we will be focusing on: ay, ou, ie, ea, oy, ir, ue, aw, ph, wh, ew, oe

We will also be learning the Harder to Read and Spell (HRS) words - he, as, has, is, to

Forest School

On Forest School days, children need to come to school wearing their PE/Forest School clothes. **Black PE joggers or leggings, school T-shirts and sweatshirts, Velcro trainers**

Newsletter

- Emailed weekly (Friday)
- Contains important information and updates about trips, the week's learning, forest school etc.

English

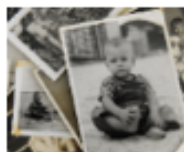
- Write a riddle about a historical artefact
- Use descriptive words
- Write a sentence or sequence of sentences for a given purpose
- Sequence sentences to create a short story
- Begin to use punctuation (capital letter, full stop, question mark, exclamation mark).
- Phase 4 and 5 phonics- diagraphs and alternative pronunciations
- Use subject-specific vocabulary to explain and describe.
- Check that a simple text makes sense to them as they read and correct inaccurate reading with prompts, drawing on what they already know.
- Make simple inferences from what is being said and done in a text.
- Read accurately by blending sounds in unfamiliar words containing taught GPCs.



Curriculum Overview for Parents

Year 1 Autumn Term

Learning Theme – Childhood



SMSC: How does life change over time?

Key Vocabulary

artefact, museum, timeline, generation,
decade, past, present, today, childhood,
entertainment, transport

Mathematics

- Count, read, write and order numbers to 10 and beyond
- Count forwards and backwards from any given number
- Count and compare groups of objects and numbers
- Recognise and write numbers as words
- Order groups of objects and numbers
- Describe a collection of objects using the language of parts and whole
- Add 1 digit numbers
- Represent and use number bonds to 10
- Subtract one digit numbers using objects
- Subtract using a numberline
- Fact families – related addition and subtraction facts
- Recognising and naming 2D and 3D shapes
- Represent numbers to 20 using tens and ones
- Find one more and one less

Science

Everyday Materials

- Identify a range of everyday materials and their sources.
Investigate the properties of materials and begin to recognise that a material's properties define its use.

Human Senses

- Learn that humans are a type of animal known as a mammal.
- Name and count body parts and identify similarities and differences.
- Learn about the senses, the body parts associated with each sense and their role in keeping us safe.

In the Childhood project, your child will learn words and phrases related to the passage of time. They will explore artefacts to help them to understand childhood in the past and how childhood has changed over time. They will explore the six stages of life and explore timelines and family trees. Everyday life in the 1950s will be explored, including shopping, transport, family life and childhood. They will also learn about the significance of Queen Elizabeth II's coronation in 1953 by studying photographs and online sources. The children will use maps to explore how places have changed over time and highlight any similarities or differences between childhood today and childhood in the 1950s. At the end of the project, they will create knowledge organisers for children who are about to study the topic of childhood.

History

- Compare everyday life and families today, including comparisons with childhood in the 1950s, using artefacts and a range of different sources.

Geography

- Learn about physical and human features, maps, cardinal compass points, and positional and directional language, the equator, hemispheres and continents and are introduced to the countries, capital cities and settlements of the United Kingdom.
- Simple fieldwork to find out about local physical and human features.

<u>Computing</u> Staying Safe on Line - Learn about ownership, permissions and the use of digital resources, which are the basics of the ethical use of computers, including data literacy and cyber security. Crazy Character Algorithms - create a set of instructions on how to draw a crazy character and so start to understand what algorithms are Scratch Jnr - explore an existing ScratchJr program before then creating their own project in ScratchJr.	<u>Personal, Social and Health Education</u> Being Me in My World - Feeling special and safe, Being part of a class - Rights and responsibilities - Rewards and feeling proud , Consequences - Owning the learning charter - Classroom/playground rules and golden rules Cultural experience – Forest School <u>Growth Mindset</u> - identify the characteristics of Growth Mindset suggest ideas about how to change a fixed mindset (giving up) into a growth mindset (to keep trying)	<u>Physical Development</u> Wendy's Water-ski Challenge: Physical Focus: Co-ordination (ball skills) / Counter Balance (with a partner) Learning Focus: Creative Clowns Naughty Ball: Physical Focus: Coordination: Ball skills Learning Focus: Creative I'm Riding On My Bike Birthday Bike Surprise – Coordination: Footwork Real Dance Unit 1 Forest School activities every 2 weeks.
<u>P4C</u>  	<u>Art</u> <u>Mix It</u> - Study the colour wheel and colour mixing. - Explore of primary and secondary colours and how artists use colour in their artwork. <u>Funny Faces and Fabulous Features</u> - Comparing portraits and exploring how the collage technique can be used to make a portrait	<u>Music</u> - Singing Games - Singing with a sense of shape of the melody <u>R.E.</u> - What did Jesus teach about being kind? - Daily collective worship and Harvest Festival

Growth Mindset

- Mindset is the way you view yourself and your abilities.
- **A Fixed Mindset** – People believe their intelligence is fixed, no matter how hard they try and they do not like to be challenged.
- **A Growth Mindset** – People believe they can achieve anything if they try hard and are always trying to challenge themselves.
- We teach children about having a growth mindset and help them to develop belief in their abilities.
- We give out a growth mindset certificate every week!

Year One expectations

- Come into school by themselves
- Speaking and listening skills
- Following instructions
- **Independence**- zips, buttons, jumpers, laces (Velcro is preferable!), coats etc.
- **Responsibility** for handing in and taking home letters – **we do not** go through book bags!
- Money needs to be in a named envelope
- Keeping to the Golden Rules, class rules and circle time and P4C rules



Birthdays

We celebrate birthdays in different ways, for example...

- Blowing out candles and singing 'Happy Birthday'
- Giving the child a birthday card
- Having a birthday sticker
- If you wish to buy a present to stay in school for the class e.g. A book or a game, you are more than welcome to do so.
- **Please do not send in individual presents/gift bags for children.**
- Please do not send anything edible into school as we have many dietary requirements and allergies. Thank you.



Things to remember

Everyday the children need to bring a named:

- book bag with reading diary and books
- water bottle
- coat



On PE days children will come to school in their PE kit - trainers, jogging bottoms and trainers (Velcro are preferable)



Pumps need to be left in school

Wellies need to be left in school and will be sent home at the end of each term.

Tuesday and Wednesday – Come to school in PE/Forest School kit



Both classes will go to the library on a Wednesday.

Please let the office know about changes in address, telephone numbers and e-mails and **notify the office if there is someone different collecting your child at the end of the day.**

If it is a regular collection, e.g. nanny always collects on Thursday, let us know and we can update our records. **We will not send a child home with someone, even if we recognise them, without your permission.**

How to help at home

- Hearing your child read everyday and talking to them about their book.
- Letting them undress and dress themselves.
- Using a computer keyboard to familiarise themselves with the layout and upper-case letters.
- Establish a consistent bedtime routine.
- Look at your child's Reading, Writing and Maths targets and practise at home.
- Talk about the topics/learning at home each week/discuss the meaning of new vocabulary (see newsletters for knowledge organiser).

Homework

- No “homework” as such, but we give suggested activities linked to learning on newsletter each week
- Guided reading books and online book weekly (at least 4 reads at home if possible)
- Library book
- Purple Mash – login details on the back of diaries- you can choose activities and games at home

Interventions

- Phonic intervention
- Extra reads
- Same day Maths catch-up
- Lunchtime writing & maths clubs



Helping in school

- We sometimes need your help for specific Y1 activities for example D&T workshops, but also need general help e.g. parent readers.
- 23rd November: Journey to the Stable. We need helpers please!

Please feel free to email the Year 1 team
about your child.

We are happy to answer your questions.

We also love to hear good news and see
photos!

s4year1@blossomfield.solihull.sch.uk

