

Welcome to Year One



Hello, and welcome to Year One! We have had such fun getting settled into Holly class. We have put together some useful information about our school day and how best to support your child at home. Here is a sneak peak of our classroom:



Class Culture



We work very hard to establish a strong class culture so that children arrive at school happy and excited to learn. We always bring everything back to our three school rules - be ready, be respectful and be safe. Weekly PSHE lessons support our class culture, as well as daily routines like the use of a recognition board, visual timetables and movement breaks.



Our School Day



We have literacy, phonics, handwriting, reading and maths lessons on most days. We have many other lessons in the week like science, geography and art, to name a few. On Tuesday, we have P.E. This is taught by Coach Ruben. Please make sure your child is dressed in suitable clothing for PE and outdoor play, every day.

The teaching in Y1 is a blend of whole class, small groups and teaching within the provision (Free Flow). The provision is carefully linked to the Y1 curriculum and is where children will consolidate what they have learnt in whole class learning as well as following their own interests. Adults look for 'teachable moments' to support or move the children on in their learning.



sat
sit
sink

phonics



PE

Knowledge Organiser and Curriculum Overview



Curriculum overview for Y1 – Autumn (1) 2026

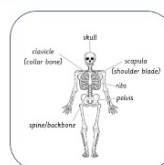
English - We will be revising phase 2 to 4 phonics before starting phase 5. - We will be writing simple sentences using our phonics to help us. - We will be writing with spaces between words. - We will be writing our own version of 'Do you like ketchup on your confection?' - We will have daily supported reading (QSR) sessions, teaching reading in small groups every day with a trained adult.	Key Experience A local area walk to identify human features or physical features of the local environment.	Maths - We will be thinking about place value to 10: - Counting on from any given number - Recognise numbers as words - Knowing one more/less - Comparing numbers - We will start thinking about addition and subtraction: - Part-whole model - Number sentences fact families - Number bonds within 10 - Number bonds to 10
Main foundation subject link: Science See Knowledge Organiser for more details	The Wonderful World of Me	Key question: What makes me, me?
DT, Art, P.E and R.E In P.E we will be learning fundamentals such as balancing, jumping, running and changing direction safely. In art we will be using drawing, collage and mark making to explore spirals. In R.E we follow the Leicestershire Agreed Syllabus; we will be exploring the natural world.	Music and PSHE In Music we will be combining rhythm patterns with steady beat, using body percussion. In PSHE we will be thinking about ourselves and our relationships (classroom rules, getting help and feelings). In RSE we will be thinking about keeping clear, growing and changing; and families.	History We will be thinking about personal chronology, describing changes within living memory. We will also use words and phrases relating to the passing of time & everyday historical terms when handling artefacts e.g. now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born, past, present.
		Geography We will be exploring, naming and locating the world's continents. We will also use simple fieldwork and observational skills to study the geography of the school and its grounds. We will learn some key human and physical features of the school's surrounding environment.

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Year One
Autumn 1

The Wonderful World of Me!

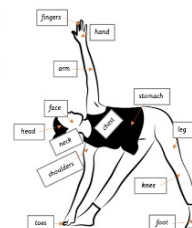
Key Question:
What makes me, me?



Our knowledge organiser is based on our science learning for this half-term where we will be learning to identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Senses are things that happen in our body to tell us about the world around us. We have 5 senses:

1. We use our eyes to see.
2. We use our nose to smell.
3. We use our tongue to taste.
4. We use our ears to hear.
5. We use our skin to touch.



We will play lots of games to identify human body parts, such as 'Simon Says', and use the basic and more advanced terminology interchangeably.

You have already received a copy of our current Knowledge Organiser (KO) and Curriculum Overview (CO). We use retrieval activities and games to support learning new concepts. Keep your KO and CO safe so you can ask your children about what they've been learning.

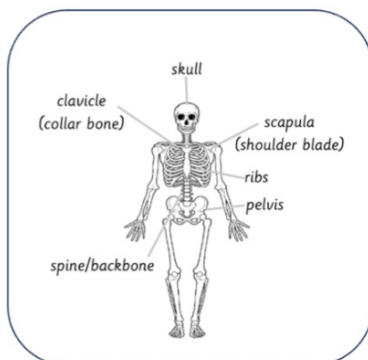
Autumn 1 - Knowledge Organiser

Year One
Autumn 1

The Wonderful World of Me!

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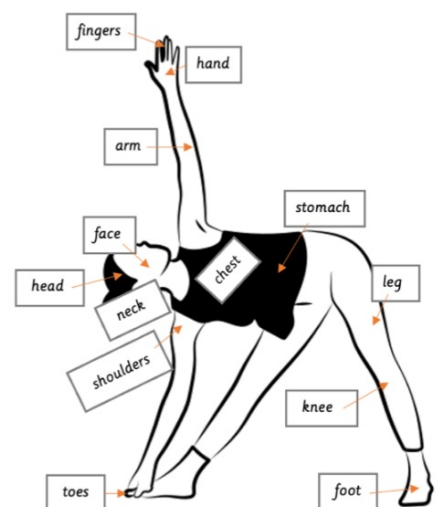
3. We use our tongue to taste.



4. We use our ears to hear.



5. We use our skin to touch.



Autumn 1 - Curriculum Overview

Curriculum overview for Y1 – Autumn (1) 2025

English • We will be revising phase 2 to 4 phonics before starting phase 5. • We will be writing simple sentences using our phonics to help us. • We will be writing with spaces between words. • We will be writing our own version of 'Do you like ketchup on your cornflakes?' • We will have daily supported reading (DSR) sessions, teaching reading in small groups every day with a trained adult.	Key Experience A local area walk to identify human features or physical features of the local environment.	Maths • We will be thinking about place value to 10: - Counting on from any given number - Recognise numbers as words - Knowing one more/less - Comparing numbers • We will start thinking about addition and subtraction: ○ Part-whole model ○ Number sentences fact families ○ Number bonds within 10 ○ Number bonds to 10	
Main foundation subject link: Science See Knowledge Organiser for more details	Writing outcomes: Writing books based on 'Ketchup On Your Cornflakes?'	Key question What makes me, me?	
DT, Art, P.E and R.E In P.E we will learning fundamentals such as balancing, jumping, running and changing direction safely. In art we will be using drawing, collage and mark-making to explore spirals. In R.E we follow the Lewisham Agreed Syllabus; we will be exploring the natural world.	Music and PSHE In Music, we will be combining rhythm patterns with steady beat, using body percussion. In PSHE we will be thinking about ourselves and our relationships (classroom rules, getting help and feelings). In RSE we will thinking about keeping clean; growing and changing; and families.	History We will be thinking about personal chronology, describing changes within living memory. We will also use words and phrases relating to the passing of time & everyday historical terms when handling artefacts e.g. now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born, past, present.	Geography We will be exploring, naming and locating the world's continents. We will also use simple fieldwork and observational skills to study the geography of the school and its grounds. We will learn some key human and physical features of the school's surrounding environment.
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Reading



At school, reading is an integral part of our day. We have 4 reading lessons a week as well as a dedicated time for reading a story at the end of the day.



Reading should be a pleasurable, shared activity. Little and often works best when reading the phonetically decodable 'learning to read' books and bedtime is a lovely, relaxing time to read a story to your child.

Daily Support Reading (DSR)



In Daily Supported Reading (DSR) we support children by...



- sharing sounds in the book and important words



- checking for understanding of new vocabulary, "Show me...prowl?"



- talking about the book and asking questions to develop comprehension

These are all things that can be quite easily replicated at home.

Reading Records

The form is titled "Children's Reading Record" and features a cartoon character holding a book. It includes a table for recording reading sessions with columns for Date, Book title and page number, and Comments. The table contains three rows of handwritten entries.

Date	Book title and page number	Comments
9.9	The monster on the train	Struggled with tricky words some and you
11.9	"	Building fluency
13.9	"	Read independently could answer comprehension q's.

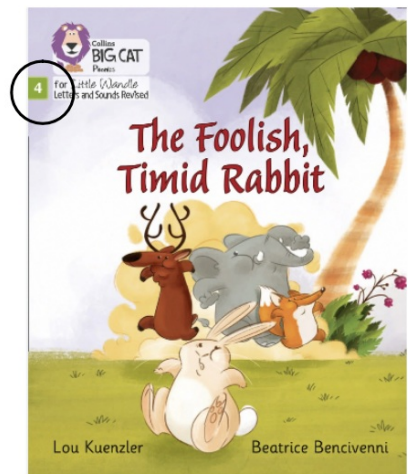
At Ashmead, the expectation is to read with your child for 10 minutes daily. This can be broken into smaller chunks and be a mix of you reading and your child. You only need to record reading 3 times a week, letting us know how your child has got on in the Reading Record. It is particularly useful to know if there are certain sounds they are finding challenging.

Book changing is on a Monday and this is when we will check the diaries and write the title of the new book for the week.

In the front of the Reading Record we have put the teaching points to help you support your child. To find out which phase books your child is reading, check the front of their phonetically decodable book.



I am a phase 2 reader Teaching points: ○○○ Recognising and saying the sounds that letters make. - Blending the sounds in a word together to read the word, e.g. s-a-t...sat. Please praise me when I do these skills! If I get stuck, let me try on my own first by saying: “Almost...” “Nearly...” - Sound out the word 3 times for me to see if I can hear the sounds and blend it together.	I am a phase 3 reader Teaching points: - Pointing under each word and making what I read match the print. - Going back if I think something is wrong. Please praise me when I do these skills! If I get stuck, let me try on my own first by saying: “Almost...” “Nearly...” “Slow check/reread this bit...” “Read that again to see if you are right.”
I am a phase 4 reader Teaching points: - Using my eyes to read the words and only my finger if I get stuck. - Going back if I think something is wrong. Please praise me when I do these skills! If I get stuck, let me try on my own first by saying: “Almost...” “Nearly...” “Slow check/reread this bit...” “Read that again to see if you are right.”	I am a phase 5 reader Teaching points: - Listen to myself read. Reading fast and smooth. - Thinking about the text as I read it. - Going back if I think something is wrong. Please praise me when I do these skills! If I get stuck, let me try on my own first by saying: “Almost...” “Nearly...” “Slow check/reread this bit...” “Read that again to see if you are right.”



Phonics



Child learn to read by decoding words using phonics. In Reception, children learnt phase 2 and phase 3 phonics to help them read phonetically decodable books. In Year One we will begin to teach alternative graphemes (phase 5 sounds).

Children also learn tricky words to support them to read words that are not phonetically decodable.

a b c d e f g h i j k l m n o p q r s t u v w x y z

ck qu ch sh th ng

ai ee igh oa oo

ar or ur er ow oi ear air ure

a b c d e f g h i j k l m n o p q r s t u v w x y z

ai	ee	igh	oa	oo	ck	qu	ch	sh	th	ng
ay	ea	ie	oe	ue	w	f				
a_e	e_e	i_e	o_e	u_e	wh	ph				
	y	i	ow	ew						

ar	or	ur	ow	oi	ear	air	ure
aw	er	ou	oy				
au	ir						



Handwriting

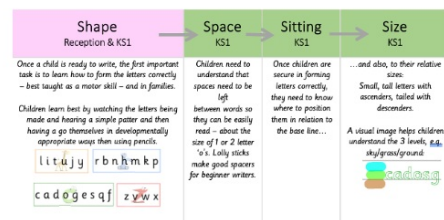


In Year 1, we focus on becoming fluent in forming the shape of letters, leaving spaces between words and positioning letters in relation to the base line. When the children are confident with the shape, space and sitting, they move onto the size of letters.

Copies of our handwriting handout will be given to you at our first parent-teacher meetings.

Handwriting at Ashmead – supporting your **Year 1** child's handwriting at home

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Shape: At Ashmead we use the Sassoon Penpals font to form our letters. Videos are available on the year 1 page of the Ashmead website. Your child can use these to copy the correct formation. We teach handwriting in 'letter families'; the long-legged giraffes; the curly-caterpillars; the one-armed robots and the zig-zag monsters:

lit u j y c a d o g e s q f r b n h m k p z v w x

Size: We teach the size of letters in relation to the base line by imagining the tallest letters are in the sky, the medium letters are in the grass, and the letters that go under the line are in the soil. This can help children understand the sizing of each letter.

The quick brown fox jumps over the lazy dog

Pencil grip: We use a dynamic tripod grasp, with the pencil held between thumb and index finger with the middle finger supporting.



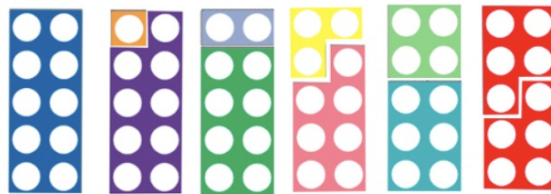
Maths



Children are encouraged to work on their fluency and mastery around number bonds, continuing to practise recalling each fact in order.

Key learning includes:

- number bonds within and to 10
- fact families to 10
- number bonds within and to 20

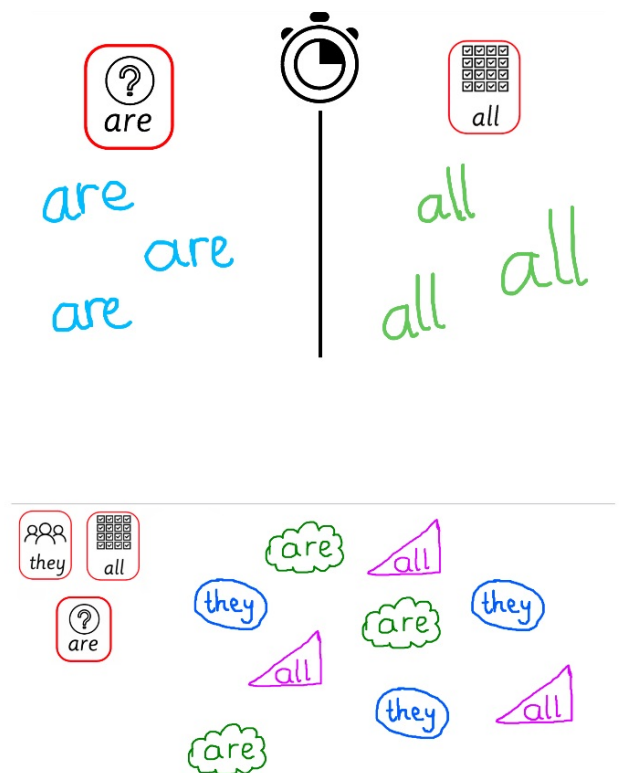


To see what your child is learning in Maths each half term, refer to the curriculum overview.

Homework



In addition to daily reading, children will also receive homework on SeeSaw; the online learning platform used across the rest of the school. Each week, we will upload short activities for your child to complete and then upload. The activities will mirror their learning in the classroom and will give them the opportunity to share and practise what they have been taught. These learning activities will be uploaded every Friday at 4.30pm.

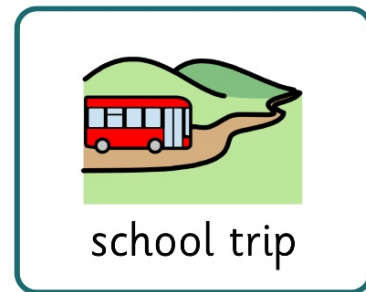


Trips



Like last year, we will use a system where there is a single contribution (£30) and just one form that gives consent for all trips.

There will still be letters that give trip specific information e.g. lunch requirements/clothing requirements.



Reminders



Here are a few reminders on what your child needs for school each day:

- named belongings
- named water bottle every day
- weather and play appropriate clothing
- newsletter/comms
- no backpacks (unless essential). Children can carry lunch boxes and water bottles before putting them in the designated boxes in their classroom. Book bags please.
- spare clothes in a named bag
- junk modelling materials
- no toys from home



Communication



- After pick up or appointment
- Newsletters
- Emails/texting
- Website
- Email address:

admin@ashmead.lewisham.sch.uk

SLT info



- Safeguarding
- Attendance and Punctuality
- Smartphone free school
- School streets

