



Year 1

Introduction Evening

September 2026

Staffing

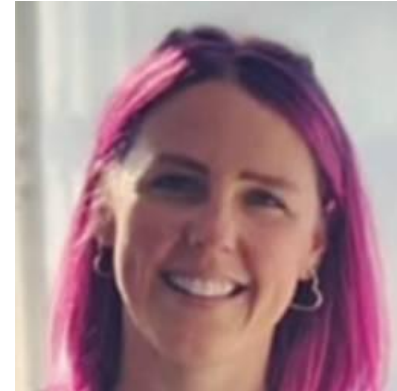
The Leadership Team includes:



Sarah Sheepy
Executive Headteacher



Rosie Chenault
Assistant Head



Beccy Kelsall-Gooch
SENDCo

The Year 1 Team includes:



Emily Morgan
Year 1 Class Teacher



Laura Pickles
Teaching Assistant



Duygu Aydinol
Teaching Assistant

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Year 1: Phonics Screening Check

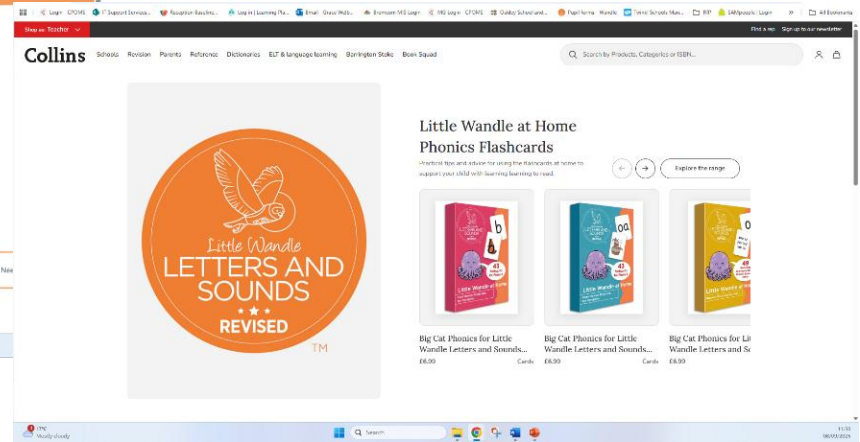
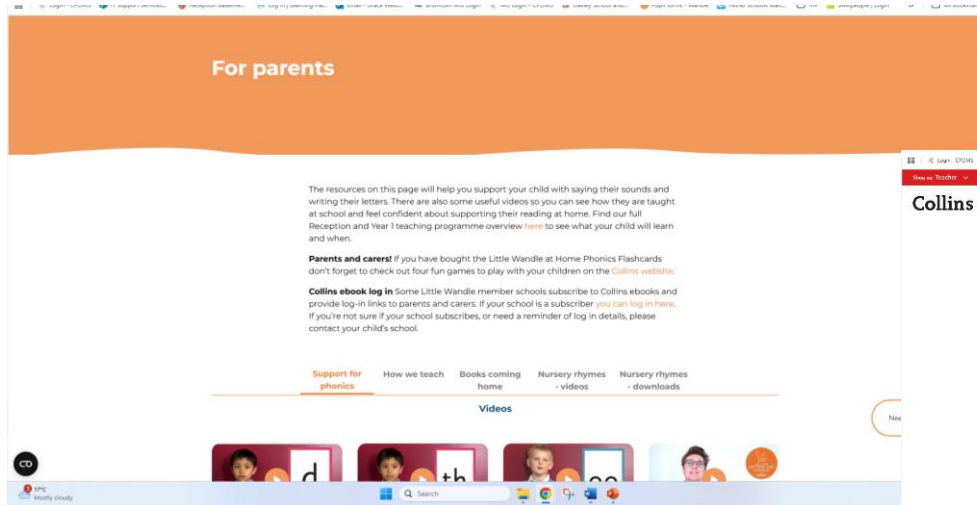


- The Phonics Screening Check is a statutory assessment for all Year 1 children in England. It helps schools assess children's phonics decoding skills and identify any pupils who may need additional support with early reading.
- The check usually takes place in June and is completed individually with a familiar member of school staff in a relaxed, one-to-one setting.
- Children read 40 words in total, including: 20 real words 20 pseudo (nonsense) words.
- The check is not designed to be stressful. It is very similar to the phonics activities children complete regularly in school.
- Results are shared with parents before the end of the summer term.
- If a child does not meet the expected standard, the school will provide additional phonics support and the child will retake the check in Year 2.



Phonics Resources

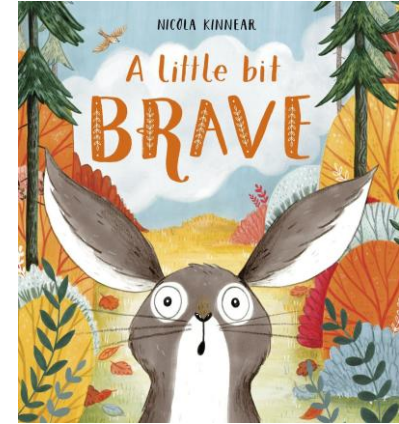
Little Wandle Website



Further resources are available on our school website.



Year 1: Approach to Writing



Curious Quests is an approach to writing that we use in Year 1.

Each week is focused around a different text and children go on different 'quests' linked to the key text to inspire their writing. It uses cartoon characters as a way of introducing and reminding children about key elements such as grammar and punctuation.

Every session includes learning new vocabulary, skills work and focused 1:1 time with an adult to ensure children are progressing against their personal writing targets. The children will gain more independence and stamina as the year progresses in order to prepare them for the expectations of Year 2.

Handwriting – Little Wandle

Little Wandle Handwriting: Expectations for the end of Year 1

By the end of Year 1, children should be able to:

- consistently hold their pencil with the correct pencil grip
- form lower-case letters in the correct direction, beginning and finishing at the correct place, with controlled curved and straight-line movements
- form capital letters correctly and in the right order
- form digits accurately
- begin to size and space their letters correctly in relation to each other
- show a growing understanding of the correct spacing between words.



Year 1: Maths

Our Approach to Maths:

- We believe that **all children can succeed in maths.**
- High expectations for every child.
- Focus on developing **confidence, fluency and problem-solving skills.**
- Children make links between mathematical ideas and explain their thinking.
- Learning is built on **secure foundations** that support future success.

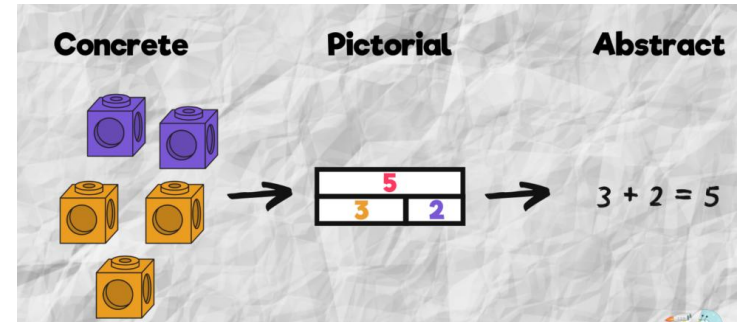
How We Teach Maths:

- We use the **NCETM Curriculum Prioritisation Materials.**
- Learning is carefully sequenced in **small, connected steps.**
- Children develop a deep understanding before moving on.
- Use of practical resources, visual representations and mathematical discussion.
- Encourage children to explain their reasoning using **mathematical language.**

Year 1: Maths

Challenge for All:

- Challenge is not about moving on more quickly.
- Children are challenged through:
 - Deeper thinking
 - Explaining and justifying answers
 - Making connections between concepts
 - Solving increasingly complex problems



Mastering Number:

- Daily 10-15 minute sessions (4 times per week).
- Develops strong number sense and fluency.
- Helps children spot patterns and make connections in maths.
- Builds confidence with number facts and calculation strategies.

Our aim is for every child at Myton Gardens to become a confident, fluent and flexible mathematician who enjoys maths and can explain their thinking.

Year 1: Curriculum

The children experience a varied curriculum at Myton Gardens.
An overview of the year's curriculum content will be available on the school website.

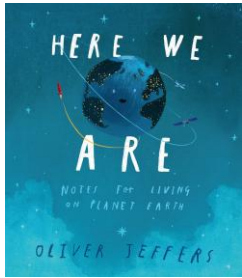


The learning themes in Year 1 are:

AUTUMN

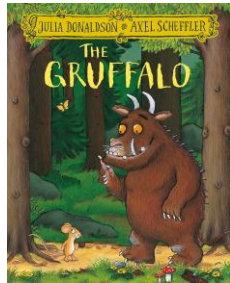
SPRING

SUMMER



Here We Are

History
Art



Through the
Deep, Dark wood

Geography
DT



One Small
Step

Art
History



Land Ahoy
Geography
DT



The Inventurers

History
DT



Journey to
Japan

Art
Geography

The following subjects are also taught weekly:

- PSHE
- PE
- Religious Education
- Science
- Computing
- Music





“Children are not things to be molded but are people to be unfolded.” (Jess Lair)

What is Continuous Provision?

Continuous provision provides children with carefully planned opportunities to learn through play and exploration, building on skills taught by the teacher.

Why in Year 1?

It supports a smooth transition from Reception, nurtures independence, and allows children to practise and deepen learning in a meaningful, engaging way. The concept has been widely agreed upon through extensive research.

Year 1: Continuous Provision

*Values-driven,
research-backed*

“Children learn by being active, by using language, by organising their own learning experiences, by interacting with others.”

(Julie Fisher)

“Children are more motivated when they have a sense of autonomy and a sense of agency in their learning and as a result are more engaged.”

(Cambridge PEDAL Project)

Year 1: COOL Curriculum

Choosing Our Own Learning

- **C** – Choice
 - **O** – Ourselves
 - **O** – Ownership
 - **L** – Learning and Links
-
- Structured opportunities for playful, exploratory learning and flexible routes to learning.
 - High expectations of pupil independence and ownership of their learning journey.
 - Autonomy and accountability.
 - Our intent is to create independent and highly engaged learners.
 - Carefully planned teaching through direct-instruction, group and 1-to-1 activities.



Curriculum Enrichment

Children take part in a range of curriculum enrichment experiences throughout the year.

In Year 1, curriculum enrichment includes:

- Christmas Theatre Trip (RSC)
- Captain Raggy Beard (Pirate Day)
- Sports Day
- British Science Week
- World Book Day
- Mobile Planetarium
- Summer Trip



Year 1: Homework

Reading Practice Book – decodable book



Children will be assessed over the next week or two and will be distributed a book at the level that matches their most recent assessment.

10 minutes of reading should be completed a minimum of 3 times per week.

Children should be encouraged to segment and blend aloud to an adult.

Reading diaries will be checked weekly. Please sign every time you listen to your child read.

Reading diaries are only for recording of reading – any messages must be communicated via email or directly to class teacher.

Library Book – shared book

Children can change these daily in the classroom.

Phonics Homework

For the majority of the year, homework will be phonics based. This half term, we will be recapping sounds taught in Reception and later in the year we will be learning new Phase 5 sounds.

Homework will be set on **Thursday** and should be handed in on **Monday**.

Homework will be set on **Tapestry** and must be completed in a **Homework Book** using pencil only.



Uniform

- White or navy polo shirt - plain or school logo
- Navy sweatshirt or cardigan - plain or school logo
- Dark grey school trousers, school shorts, school skirt, or school pinafore dress
- Black school shoes (trainers, Vans or pumps are not permitted)
- Navy or white socks or navy tights
- Blue gingham summer dress (Summer Term)
- A suitable coat for all weather (any colour) – hoodies are not permitted
- Book bag with school logo



PE Kit

Children to have PE kit in school and will change into this on their PE days (Wednesday and Friday).

PE kit will be sent home regularly for washing.



The following PE kit may be worn:

- White t-shirt with school logo or plain
- PE hooded top with school logo, plain navy hooded top or plain navy sweatshirt
- Plain navy jogging bottoms, navy/black PE shorts, navy/black PE skort or navy/black leggings
- Trainers for outdoor PE (ideally without laces)
- PE pumps for indoor PE (without laces)
- Drawstring PE bag to store this in when kit is brought into school

There should be no branded logos/designs on any of the PE clothing, nor should children wear any football kit.

Lunchtime Play and Learning

We go outside in all weather, so it is important that children bring in wellies and a waterproof coat.

We have carefully selected a range of resources that encourage open-ended, imaginative play.

We are always looking for donations if you have any of the following:

- Metal kitchen tins, pans and utensils
- Toy cars
- Measuring jugs or funnels
- Tyres
- Wooden blocks
- Lego/Duplo
- Fancy dress



Relationships and Behaviour

At Myton Gardens, we aim to create a happy, safe, caring, stimulating and inclusive environment for all. Our vision is that everyone is valued, treated with respect and fulfils their potential - through an ambitious and inclusive curriculum.

Be Respectful
Be Safe



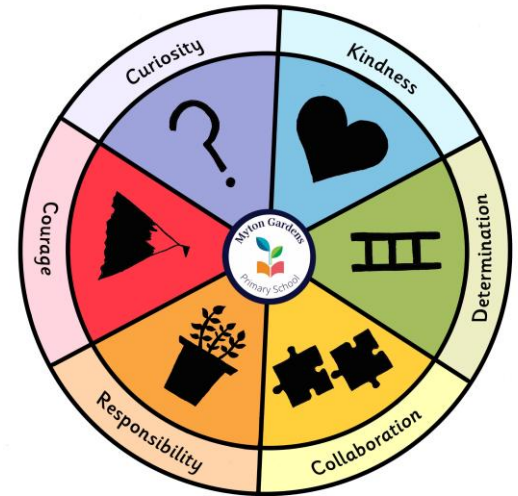
- Our school values are at the heart of everything we do.
- We have high expectations and consistent routines across the school.
- Positive behaviour is recognised and celebrated through:
 - Specific praise
 - Stickers and certificates
 - Class and school rewards
- Staff model positive behaviours and attitudes every day.
- Our aim is to create a calm, safe and respectful learning environment.

Relationships and Behaviour

Supporting Children to Succeed

- We use a restorative approach to help children reflect on their choices and repair relationships.
- Natural consequences help children learn from mistakes and make positive choices.
- We teach children to understand and manage their emotions through Zones of Regulation and other self-regulation strategies.
- Strong partnerships with parents and carers are key to a successful year.
- We want every child to feel safe, supported, valued and ready to learn.
- Our Relationships and Behaviour Policy is available on the school website.

Awards



- Values Awards and Achievement Awards (x3 total) will be presented each week in Celebration Assembly (Friday AM)
- Letters will be sent home to parents on Wednesday afternoons.
- A Mathematician or Writer of the Week will be chosen each week, and work will be displayed near school office.

Communication

Ways in which communication is shared:

- **School App - MCAS (mychildatschool.com):** communication from school office, lunch orders and payments, trip payments, absence notifications – **essential, please enable push notifications**
- **School website and Tapestry:** half-termly newsletters, weekly “Doves Dispatch”, class updates
- Please update us of any changes of address, phone number, medical needs as a matter of urgency.



Attendance

We are committed to working in partnership with families to achieve the best possible attendance for your child.

- Set high expectations regarding your child's attendance at school
- Absence from school affects your child's progress both academically and socially
- Target of no more than five days absence per academic year
- Avoid absence from school where possible
- Contact the school office each day before 9.30am either by email, telephone or via the app
- DO NOT take family holidays during term time – risk of penalty notice
- Avoid GP and dental appointments during school hours
- If your child is reluctant to come to school, share any concerns with the appropriate member of school staff to seek support at the earliest opportunity
- See the Attendance policy which can be found on the school website
- Attendance Lead – Rosie Chenault
- Coughs and colds don't usually mean a child needs to be kept at home. We can keep their medicine e.g., Calpol in the school office and administer it, with your permission, to help them through their day.



Lateness and Punctuality

- **Good attendance and punctuality are essential for children's learning and progress.**
- **School doors open at 8:45am and close at 8:55am.**
- **Children arriving after 8:55am must enter via the main office with a parent/carer.**
- **All late arrivals are recorded and monitored by the school.**
- **We will contact parents/carers if we have concerns about punctuality.**
- **Where lateness becomes a pattern, we will work with families to provide support and improve attendance.**

EVERY MINUTE COUNTS

MINUTES LATE PER DAY	EQUIVALENT OF MISSING	HOW MANY LESSONS THIS IS MISSED
5 MINUTES	3.4 SCHOOL DAYS A YEAR	17 LESSONS
10 MINUTES	6.9 SCHOOL DAYS A YEAR	35 LESSONS
15 MINUTES	10.3 SCHOOL DAYS A YEAR	51 LESSONS
20 MINUTES	13.8 SCHOOL DAYS A YEAR	69 LESSONS
30 MINUTES	20.7 SCHOOL DAYS A YEAR	104 LESSONS



Online Safety



At Myton Gardens, we provide children with an effective, reactive Online Safety curriculum through, but not limited to, our Computing and PSHE lessons.

At school:

- We teach children how to build positive, respectful online relationships.
- Children learn how to use technology safely and where to get help if they have concerns.
- Online safety is taught regularly and includes current messages about apps, gaming and internet use.
- Key messages are reinforced through assemblies and Safer Internet Day activities.
- We encourage children to think critically about online content, including information generated by AI.

The key online safety themes explored within our curriculum include:

1. Self-image and identity
2. Online relationships
3. Online reputation
4. Online bullying
5. Managing online information
6. Health, Well-Being and Lifestyle
7. Privacy and security
8. Copyright and ownership

Children are encouraged to have open and honest conversations about their activity online.

If school staff have any concerns surrounding a child's online activity, they have a duty to report it as a safeguarding concern.

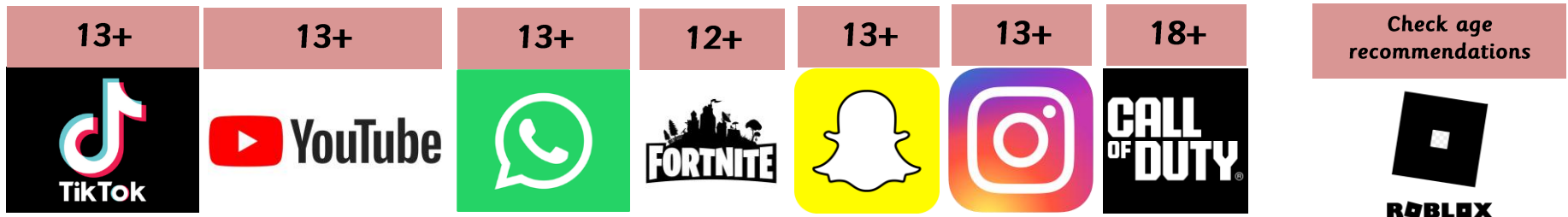
Online Safety



There has been a noticeable rise in how technology use at home can affect children within school. This can cause stress, anxiety and mental health issues linked to the use of social media, video apps and gaming.

Screen Time & Social Media

- Excessive screen time can affect children's focus, motivation and emotional regulation.
- Fast-paced digital content can make it harder for children to self-regulate and enjoy offline activities.
- Encourage a healthy balance of screen time, physical activity, play and sleep.
- Online games and video calls can help children stay connected with friends and family.
- Most social media apps have minimum age restrictions and are not designed for primary-aged children.
- Regular parental supervision and conversations about online safety are essential.



Online Safety

The most impactful online safety comes from home:

- Have an open and honest dialogue around use of technology – it is important as parents and educators that we react calmly to incidents – we want children to feel safe, not scared.
- Have a balance in screen time – create boundaries and rules together.
- Enable content filters on devices, including gaming consoles.
- Use child-friendly versions of apps/websites e.g. YouTube Kids – be aware of age ratings!
- Regularly check messages and internet usage.
- Model healthy internet usage - consider tech-free zones in your household e.g. no bedrooms.
- Turn off screens at least 30 minutes – 1 hour before bed.



Online Safety



Further Support:

Websites with further information for parents, carers and young people:

- www.saferinternet.org.uk
- www.commonsensemedia.org
- www.thinkuknow.co.uk
- www.net-aware.org.uk
- www.internetmatters.org
- www.childnet.com
- www.nspcc.org.uk/keeping-children-safe/online-safety
- <https://nationalcollege.com/experts/national-online-safety>

Check age ratings:

- www.bbfc.co.uk - films
- <https://pegi.info/page/pegi-age-ratings> - games

Pupil Premium

To apply for free school meals, visit:
<https://www.warwickshire.gov.uk/education-learning/apply-free-school-meals>



Free School Meals & Pupil Premium

- All children in Reception, Year 1 and Year 2 receive a free school meal through Universal Infant Free School Meals.
- Some families may also qualify for benefits-related Free School Meals.
- Eligible children can attract Pupil Premium funding, providing additional support and opportunities in school.
- If you receive Universal Credit or certain other benefits, please check your eligibility.
- Applications can be made through Warwickshire County Council or by contacting the school office for support.

Questions?

*Please speak to your child's
class teacher individually if
you would prefer.*

