



# Welcome to the Year 1 Parent Workshop

Rachel - Phase Leader and Deputy Head Teacher

Josie - 1 Green Teacher and Year group Leader

Raeesah - 1 Blue Teacher

Jasmina and Claire - 1 Yellow Teachers

Esther- 1 Green (Friday)

Cassie and Susan- 1 Red Teachers

# Year 1 Summer 1 2026 – How do things change overtime?

## Maths

We will be learning about:

Solidifying foundational skills

We will learn:

- Multiplication - counting in 2's, 5's and 10's
- Grouping and sharing numbers to divide
- Place value within 100
- Money

## English

Book - *The Gruffalo*

- We will be focusing on developing reading and writing skills including:
  - learning Level 5 phonics with a focus on blending
  - discussing, acting out and understanding the stories read to us.
  - orally rehearsing sentences.
  - Reading and writing simple sentences.
  - using suffixes -ing, -ed, -er and -est to change the meaning of words.
  - Sequence sentences to form short narratives .

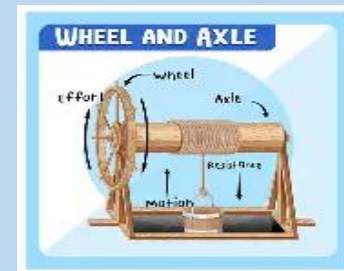
# Year 1 Summer 1 2026 – How do things change overtime?

In History, we are learning about old and new toys and how toys have changed overtime.

In Design and Technology, we are learning about wheels and axels. The children will explore these to make their own moving toy.

In Science, we are learning to identify different everyday materials and their properties

In RE, we are learning about different places of worship with a focus on churches and mosques. In PSHE children will talk about their healthy and unhealthy life choices.



# Year 1 Summer 2 2026 – What is it like around the world?

## Maths

We will be learning about:

Solidifying foundational skills

We will learn:

- Multiplication - counting in 2's, 5's and 10's
- Grouping and sharing numbers to divide
- Place value within 100
- Money

## English

Book -Lost in the toy Museum

We will be focusing on developing reading and writing skills including:

- learning Level 5 phonics with a focus on blending
- discussing, acting out and understanding the stories read to us.
- orally rehearsing sentences.
- Reading and writing simple sentences.
- using suffixes -ing, -ed, -er and -est to change the meaning of words.
- Sequence sentences to form short narratives .

# Year 1 Summer 2 2026 – What is it like around the world?

In Geography, we are learning about different places around the world. Children will explore Shanghai and what it is like to live there.

In D&T, we will be learning how to use different equipment and exploring different foods to make our own smoothies.

In Science, we will be investigating science through different stories.

In RE, we are learning about the different world religions and what is special about the world around us.

In PSHE, we are learning about the different qualities we have. We will be thinking of star qualities we already have and those we would like to develop.



# Upcoming events and trips

## Summer 1 - Thursday 21<sup>st</sup> May 2026

We will be celebrating the end of our topic with a celebration day. Children will be invited to come dressed in non-uniform and we would like them to bring in their favourite toy from home for a special 'show and tell' day. Children will also be given the chance to make their own toy/game.

## Summer 2 -

1 Green and 1 Red will attend on Wednesday 17<sup>th</sup> June  
1 Blue and 1 Yellow will attend on Wednesday 24<sup>th</sup> June

The children will be going on their school trip to 'Discover storytelling world' in Stratford. The children will travel using public transport (bus and train).

Each class will need parent volunteers. More information to follow.

# What is the phonics screening check?

A statutory assessment administered to year 1 pupils in England to assess children's phonics decoding skills. This will be carried out the week **beginning 8<sup>th</sup> June 2026**.

The check involves reading 40 words aloud, including both real words and pseudo-words (nonsense words), to gauge their ability to apply phonics knowledge. Your child will be presented with a booklet with four large words per page. The words gradually get trickier.

Some words will have a picture of an imaginary creature next to them; these are pseudo-words. The picture is provided so that your child knows the word won't make sense. It's also there so your child doesn't try to turn it into a real word.

It helps identify children who may need extra support with reading and decoding. If your child doesn't meet the expected standard, they will receive extra support in phonics and will complete the check again in year 2.

# Example Of The Check

Practice sheet: Real Words

beg

twinkl.co.uk

at

twinkl.co.uk

sum

twinkl.co.uk

in

twinkl.co.uk

# Example Of The Check

Practice sheet: Pseudo Words

vap



twinkl.co.uk

osk



twinkl.co.uk

ot



twinkl.co.uk

ect



twinkl.co.uk

# How can I support my child to prepare for the screening?

The most important thing you can do as a parent is to read with your child. Listen to them read and read to them.

When you're listening to your child read, allow them time to attempt to decode unfamiliar words themselves. If they're struggling, you could help by pointing out the sounds in a word. For example, in the word 'treat' the sounds are /t/ /r/ /ea/ /t/.

Practise the new sounds your child is learning using the 1:1 phonics reading book your child brings home. Remember to use letter sounds to support your child, not letter names.

Access TWINKL and play phonics games for Levels 3-5. Focus on polysyllabic words with your children such as; l-u-n-ch-b-o-x.

# Maths in Year 1

In Year 1 we follow a Maths Mastery approach using the White Rose Scheme of work and NCTEM.

Maths teaching for mastery assumes everyone can learn and enjoy mathematics.

Lesson design links to prior learning to ensure all can access the new learning and identifies carefully sequenced steps in progression to build secure understanding.

This approach develops mathematical fluency and develops conceptual understanding.

We use a concrete, pictorial and abstract approach.

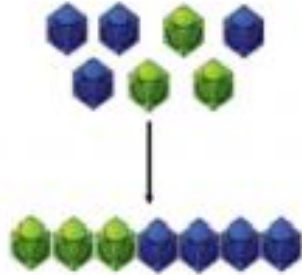
# Maths in Year 1

## Concrete

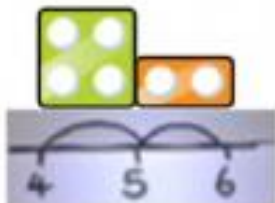
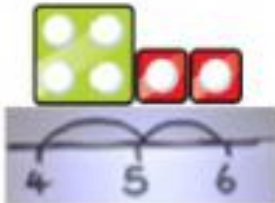

- Use of manipulatives and physical resources to physically show the process behind what is being taught.
- This can be as simple as using counters, sweets, marbles, etc to show numbers/amounts, allowing children to visualise for example; more or less or comprehend what a given number actually is, adding counters or taking away to understand and solve addition/subtraction.

**Concrete**

Combining two parts to make a whole (use other resources too e.g. eggs, shells, teddy bears, cars).



Counting on using number lines using cubes or Numicon.



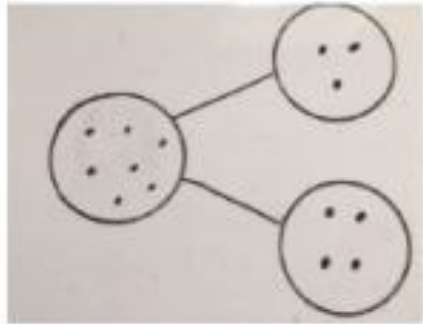
# Maths in Year 1

## Pictorial

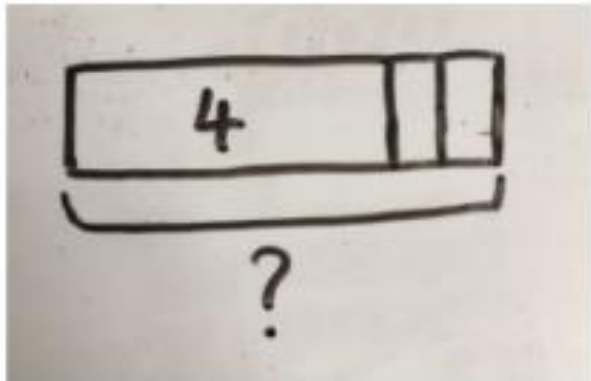
- Once secure with understanding at the concrete stage, pupils move on to pictorial based problem-solving. The physical resources are generally replaced with a pictorial representation such as drawing dots.
- Visual support strategies such as ten frames, bar models and part whole representations are used for pupils to show their understanding through answering questions using these visuals.

**Pictorial**

Children to represent the cubes using dots or crosses. They could put each part on a part whole model too.



A bar model which encourages the children to count on, rather than count all.



# Maths in Year 1

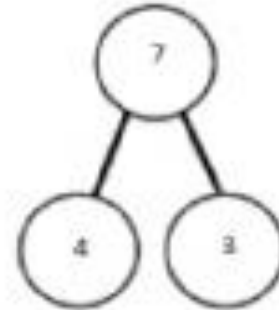
## Abstract

- The abstract stage is when children face questions using numbers and symbols, or key vocabulary alone. For example,  $6 + 3 = ?$
- At this stage, pupils are expected to have a depth of knowledge which can now be applied without the need for physical or visual support strategies.

## Abstract

$$4 + 3 = 7$$

Four is a part, 3 is a part and the whole is seven.



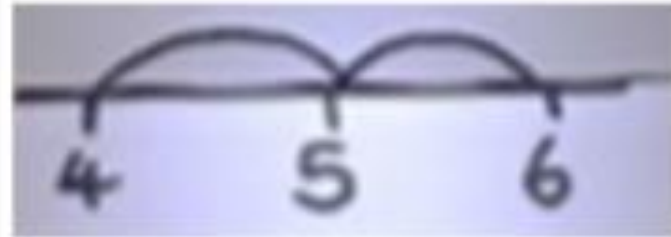
The abstract number line:

What is 2 more than 4?

What is the sum of 2 and 4?

What is the total of 4 and 2?

$$4 + 2$$



# Suggested home maths learning

## **Counting Everywhere**

Build counting into daily life; Count stairs as you go up and down, count toys when tidying up, count the pieces of fruit in a bowl.

## **Number Bonds with Household Items**

Use small objects like pasta, buttons, or coins to solve and understand addition/subtraction- "We have 5 grapes. If I eat 2, how many are left?" "Can you make 10 using these objects in different ways?"

## **Simple Card Games**

Keep maths fun, using a deck of cards to play mathematical games; Pick two cards and add the numbers or match pairs to make 10

## **Shop Role Play**

Set up a pretend shop at home or allow your child to help you with your weekly shop adding prices up, paying with cash to introduce money, addition and real life problem solving.

## **Building and Shapes**

Link maths into play. Using LEGO or blocks to talk about shapes, compare heights or towers, create patterns (red-blue-red-blue)