

Year 1 Meet & Greet



Welcome Parents and Carers

Meet the Team

Sparrows	Robins	Doves
Miss Claxton TA - Mrs Pope	Miss Razzell TA - Mrs Roseman	Mrs Fletcher TA - Mrs Leaney

Adults who will be working across the year group:

Mrs Saputo – Specialist PE Teacher

Mr Bodkin – Specialist PE Teacher

Mrs Donovan – Forest School Lead

Miss Carter – Specialist Music Teacher

Mrs Stanton – KS1 HLTA

Miss Stagg – Year Group TA

PE

Robins: Wednesday & Thursday

Sparrows: Monday & Thursday

Doves: Tuesday & Thursday

Library

Robins: Friday

Sparrows: Tuesday

Doves: Monday



FAIRVIEW COMMUNITY PRIMARY SCHOOL

OUR CURRICULUM



Our curriculum

At Fairview, our curriculum is focused on the theme of “Home, Near, Far”. During each of the topics we explore this year, we will be making links with our local area, the UK and the wider world.

Each unit of learning will have a history or geography theme, which allows lots of cross-curricular opportunities!

Term 1 & 2
(History focus)

Transport

Wow moments:

- RNLI Visit

Term 3 & 4
(Geography)

Where We Live

Wow moments:

- Local area walk

Term 5 & 6
(History focus)

Our Natural World

Wow moments:

- Wingham

Phonics

- Daily
- Phase 3-5
- Assessment Week
- Interventions
- Phonics Screening – Monday 9th June 2025



National Curriculum

These are the English and Maths Learning Objectives we will be working towards throughout Year 1. These can be found on the GOV.UK website.

Reading – word reading

Statutory requirements

Pupils should be taught to:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading.

reading

Reading – comprehension

Statutory requirements

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
 - being encouraged to link what they read or hear read to their own experiences
 - becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
 - recognising and joining in with predictable phrases
 - learning to appreciate rhymes and poems, and to recite some by heart
 - discussing word meanings, linking new meanings to those already known
- understand both the books they can already read accurately and fluently and those they listen to by:
 - drawing on what they already know or on background information and vocabulary provided by the teacher
 - checking that the text makes sense to them as they read and correcting inaccurate reading
 - discussing the significance of the title and events
 - making inferences on the basis of what is being said and done
 - predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them.

Writing – transcription

Statutory requirements

Spelling (see [English Appendix 1](#))

Pupils should be taught to:

- spell:
 - words containing each of the 40+ phonemes already taught
 - common exception words
 - the days of the week
- name the letters of the alphabet:
 - naming the letters of the alphabet in order
 - using letter names to distinguish between alternative spellings of the same sound
- add prefixes and suffixes:
 - using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
 - using the prefix un–
 - using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- apply simple spelling rules and guidance, as listed in [English Appendix 1](#)
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Statutory requirements

Handwriting

Pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

Writing – composition

Statutory requirements

Pupils should be taught to:

- write sentences by:
 - saying out loud what they are going to write about
 - composing a sentence orally before writing it
 - sequencing sentences to form short narratives
 - re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and the teacher.

Writing – vocabulary, grammar and punctuation

Statutory requirements

Pupils should be taught to:

- develop their understanding of the concepts set out in [English Appendix 2](#) by:
 - leaving spaces between words
 - joining words and joining clauses using and
 - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
 - using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
 - learning the grammar for year 1 in English Appendix 2
- use the grammatical terminology in English Appendix 2 in discussing their writing.

writing

Number – number and place value

Statutory requirements

Pupils should be taught to:

- count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
- given a number, identify one more and one less
- identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
- read and write numbers from 1 to 20 in numerals and words.

maths - number

Number – addition and subtraction

Statutory requirements

Pupils should be taught to:

- read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs
- represent and use number bonds and related subtraction facts within 20
- add and subtract one-digit and two-digit numbers to 20, including zero
- solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$.

Number – multiplication and division

Statutory requirements

Pupils should be taught to:

- solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

Number – fractions

Statutory requirements

Pupils should be taught to:

- recognise, find and name a half as one of two equal parts of an object, shape or quantity
- recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

**maths -
multiplication / division and fractions**

Measurement

Statutory requirements

Pupils should be taught to:

- compare, describe and solve practical problems for:
 - lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
 - mass/weight [for example, heavy/light, heavier than, lighter than]
 - capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]
 - time [for example, quicker, slower, earlier, later]
- measure and begin to record the following:
 - lengths and heights
 - mass/weight
 - capacity and volume
 - time (hours, minutes, seconds)
- recognise and know the value of different denominations of coins and notes
- sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]
- recognise and use language relating to dates, including days of the week, weeks, months and years
- tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

Geometry – position and direction

Statutory requirements

Pupils should be taught to:

- describe position, direction and movement, including whole, half, quarter and three-quarter turns.

Geometry – properties of shapes

Statutory requirements

Pupils should be taught to:

- recognise and name common 2-D and 3-D shapes, including:
 - 2-D shapes [for example, rectangles (including squares), circles and triangles]
 - 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].

maths - measurement and shape

Internet Safety



Our focus is to deliver an effective approach to online safety, which empowers us to protect and educate the children in their use of technology.

In our first lesson of the year, the children all sign an internet safety agreement.





At the beginning of each term, we start the computing unit with a lesson on a specific area of internet safety. This is then reinforced throughout the block of lessons.

Focus areas across the school include input on issues relating to-

Content Contact
Conduct Commerce

Home Learning

A weekly home learning sheet will be sent home via Parent Mail each Friday along with the newsletter.

<p>Fairview Community Primary School Year 1 Home Learning</p>	<p>At Fairview, we are proud of our school values, which underpin everything we do and are core to the ethos of our school. Our aim is to develop a community of responsible learners who not only demonstrate collaboration and perseverance in their work, but who also show kindness, respect and honesty towards one another. We believe that home learning is one way in which children can take responsibility and pride in their learning. Below, you will find activities for your child to complete, along with information to support them with their learning at home.</p>			
<p>Activities to complete across the week:</p>	<p>Phonics: Please login into Oxford Owl and find a phonetically decodable book linked with the sounds your child has learnt this week.</p> <p>Click on the owl for Your phonics home learning.</p> 	<p>Reading: Please listen to your child read their reading scheme book – this book is linked to previous phonic knowledge and is an opportunity for your child to explore wider reading skills such as inference, retrieval, predication and vocabulary.</p>	<p>Maths: Please login into Education City and find an activity linked with this week's learning.</p> <p>Click on the logo to  log into Education City.</p> <p>Alternatively, click on the logo to sign into  Numbots.</p>	
	Monday			
	Tuesday			
	Wednesday			
	Thursday			
	Friday			

Useful Websites/Resources:

www.oxfordowl.co.uk

<https://go.educationcity.com/>

www.phonicsplay.co.uk

Behaviour for Learning



Behaviour steps .

At Fairview Primary School we expect that you follow our school values. And you show respect, responsibility, 6 kindness, perseverance, collaboration and honesty.

If your behaviour hurts or disrupts others you will.

Step 6. You will be sent to the HT's office and your parents will be called. You will need to stay there to calm down and any work you don't finish you will take home.

Step 5. You will spend a lesson away from your class with an assistant Head Teacher. You will need to lose your break or lunchtime and your parents will be phoned. I will need to finish any work at home.

Step 4. You will be moved to a partner classroom for 10 minutes. You will need to complete your work and will miss 10 minutes from break or lunch. Your parents will be phoned.

Step 3. You will be moved from an activity or to another place in your classroom. You have chosen not to change your behaviour and will miss 5 minutes of break or lunch. Your teacher will inform your parents at the end of the day.

Step 2. You will receive a warning. This means your behaviour isn't acceptable and you haven't made a change. The adult will make sure you understand your task and the expectations.

Step 1. You will receive a reminder about what you should be doing. This means that the behaviour you are showing is not acceptable. This is a chance for you to change your behaviour.

Keeping in Contact

We do not use contact books.

Communication between school and parents/carers will be via the office email office@fairviewprimary.medway.sch.uk or phone call.

Classes will also be regularly sharing what they are up to via our school Facebook page <https://www.facebook.com/fairviewcommunityschool/>



Any questions?



Visiting your child's classroom

Once you have collected your child at the end of the day, you are more than welcome to come and visit their classroom with them.

Classrooms will be open from 3:35 until 3:50.