

Year 1

Autumn 1 Parent Meeting

2026–2027

A happy, confident and independent start to Year 1



Welcome to Year 1

What we are building together this half term

Confidence

Settling into Year 1 routines and becoming confident in the classroom.



Independence

Choosing where to learn, looking after resources, completing tasks and asking for help.



Community

Learning how to work together, respect others and contribute to our class.



We will teach the routines explicitly, practise them repeatedly and gradually expect children to do more for themselves.

Meet the Year 1 Team



Ms Hannaford



Ms Glaysher



Ms Stewart



Ms McGregor
Higher Level Teaching
Assistant



Ms Ruby

Our mornings

A calm and consistent start helps children feel ready to learn

8:45 — Arrive

Children come in, put away their belongings and settle into the classroom.

They may read, talk quietly, play a short game or complete a simple morning activity.

We then come together ready for the day.

Morning learning

Whole-class teaching, phonics, maths and English take place alongside opportunities to practise independence.

We use clear routines for carpet time, transitions and choosing learning areas.

Please help us by...

Arriving on time

Being ready to come into school independently

Labeling uniform and belongings

Talking positively about school and learning at home



YEAR 1 26/27 • AUTUMN 1

Learning, growing and exploring together



Shoreditch Park
Primary School



ENGLISH & READING

Books: Biscuit Bear • Come On, Rain! •
Last Stop on Market Street

Skills: listening and speaking • story vocabulary •
retelling • sentence structure • holding and
writing dictated sentences

MATHS

Place Value within 10

Skills: number formation 0–10 • counting
forwards/backwards • number recognition •
+ and = • number bonds within 5 •
comparing quantities



SCIENCE

Seasonal Changes

Skills: observing weather • identifying
seasonal features • comparing changes
over time • recording observations •
asking questions and making predictions



HISTORY

My Family History

Skills: past and present • chronological
language • personal timelines • using
photographs and objects • similarities
and differences over time • historical
questioning

RE



What does it mean to belong?

We will explore the groups we belong to,
what makes groups special, and ways
people show belonging.

Skills: listening • sharing ideas • respectful
responses • asking simple questions

PSHE — RESPECTFUL RODERICK

**Being Me in My World — Who am I and
how do I fit in?**

We will explore our qualities, belonging to
our class and school, how our actions affect
others and how we can work together
respectfully.



COMPUTING

We Are Treasure Hunters — BeeBots

Follow instructions • create simple sequences •
predict movement • test and debug



MUSIC

Old School Hip Hop

Listen and appraise • sing together •
keep a steady beat • respond to
rhythm and music

SPANISH

Greetings

Recognise and say simple greetings •
ask and answer greetings • take part in
simple exchanges

¡Hola!



ART WEEK — DRAWING & COLLAGE

Explore lines and shapes • observational drawing •
cutting and arranging materials • combining colours
and materials • talking about artwork



TRIPS & VISITS

London Zoo — 14 October: observe animals and ask questions; share
observations afterwards.
Shoreditch Park Library — Week 4: explore books, choose books and
develop a love of reading.

— OUR STORIES —



Read together
every day and
talk about the
story.



Spot numbers
around you
(on doors,
buses, signs).



Practise counting
objects, 1 more,
1 less and number
bonds within 5.



Talk about the
weather each
day and the
seasons.



Talk about your
family and things
that have changed
or happened.



Talk about
belonging,
kindness and
showing respect.



Encourage your
child to answer
in full sentences.



Our Autumn 1 focus: becoming confident, respectful and independent Year 1 learners.



English & Reading

A big focus in Autumn 1 is learning how sentences work before independent writing

Our focus texts

Biscuit Bear — Mini Grey

Come On, Rain! — Karen Hesse

Last Stop on Market Street — Matt de la Peña

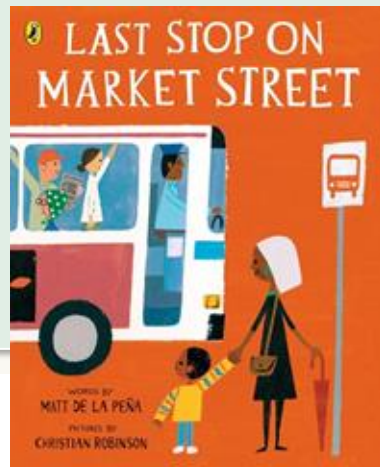
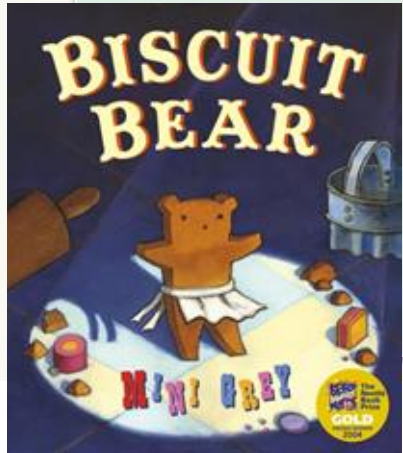
We will talk about characters, vocabulary and events and use the stories to support our sentence work.

Sentence skills

Children will practise:

- saying a sentence aloud
- deciding who/what the sentence is about
- holding a sentence in their head
- saying it in the correct order
- writing a sentence from dictation
- capital letters, finger spaces and full stops

The aim is to make sentence structure secure before expecting children to generate lots of independent writing.



We will learn

Recognise and represent numbers to 10

Count accurately and count on

Find 1 more and 1 less

Compare quantities using more, fewer and same

Order numbers and use a number line

We will practise every day

Number formation 0–10

Counting forwards and backwards

Recognising numerals

Recognising + and =

Number bonds within 5

Simple mental arithmetic

How you can help

Count real objects together.

Ask: “How many? What comes next? What is 1 more? What is 1 less?”

Spot numbers in the environment.

Practise writing numbers carefully.



Science — Seasonal Changes

We are learning to notice change and think like scientists

Seasonal Changes

Children will learn the names and order of the four seasons and explore:

- seasonal weather
- changes in daylight
- what changes across the year
- how to observe and record what they notice

Skills: observing, questioning, predicting, recording and drawing simple conclusions.



London Zoo — 14 October

Before the visit: we will practise observing animals and asking simple questions.

At the zoo: look closely, notice and wonder.

Afterwards: recall, record and share observations.

This gives children a real opportunity to apply scientific observation and questioning skills.



History — My Family History

Making the past meaningful through children's own experiences

What we will explore

Past and present

How our lives change over time

Family members and generations

Photographs and objects as clues about the past

Similarities and differences between past and present



Skills we will develop

Use chronological language such as before, after, now and then

Create simple personal timelines

Ask questions about the past

Talk about evidence from photographs and objects

Share what we notice respectfully



RE — What does it mean to belong to Christianity?

Children will explore

What it means to be a Christian

Beliefs and stories that are important to Christians

How Christians show their beliefs in different ways

Symbols, places and objects that are special to Christians (e.g. a cross, church)

How being a Christian can look different for different people

How Christians belong to a wider community

Skills we will develop

Listening and responding respectfully

Sharing ideas and asking questions

Recognising similarities and differences

Using key vocabulary

Thinking about other people's beliefs and experiences

Being curious and giving thoughtful responses



PSHE — Being Me in My World

Jigsaw • Year 1 • Respectful Roderick

Our focus

Who am I and how do I fit in?

Children will build a positive sense of themselves and their place in our class and school.

We will learn to recognise our strengths, listen to others, work together and take responsibility for our choices.

Respectful Roderick

Our ASPIRE focus is respect.

We will practise:

- treating others kindly
- respecting differences
- listening to different views
- understanding how our actions affect others
- contributing positively to our class community



Key vocabulary

We will use and talk about words such as **belonging, friendship, respect, kindness, feelings, community, rules, responsibility, teamwork** and **helpful choices**.



Reading, handwriting and story time

Building the habits that make children confident readers and writers

Talk Through Stories

We will enjoy:

Dogger

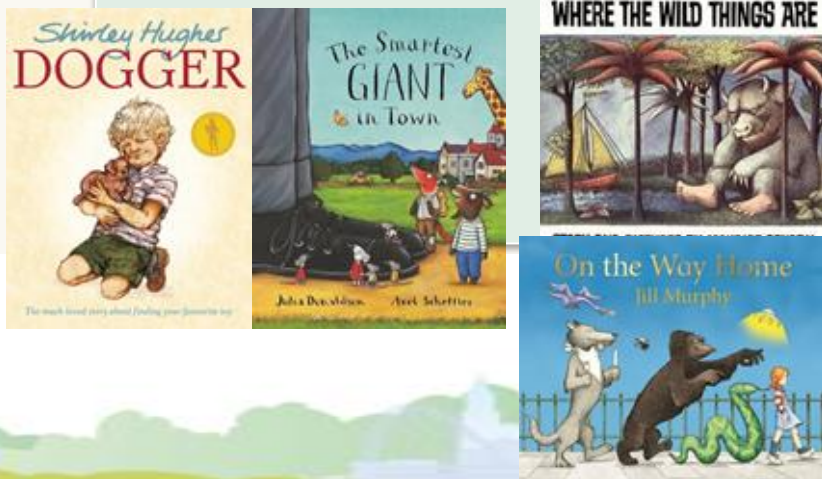
Children's choice stories

The Smartest Giant in Town

Where the Wild Things Are

One the Way Home

Skills: listening, vocabulary, retelling, predicting, describing characters and settings.

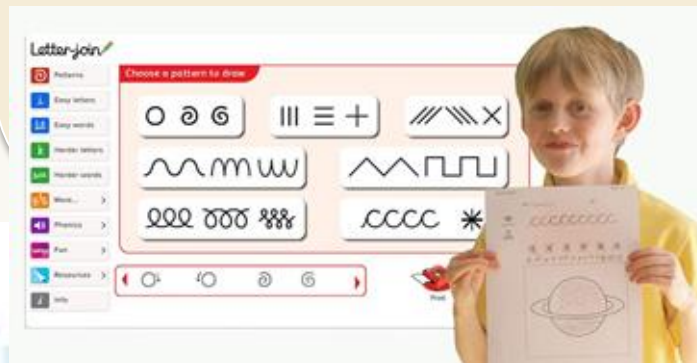


Handwriting

We will keep handwriting simple in Autumn 1.

We will develop pencil grip and posture, practise basic patterns and introduce Letter-join letter families.

The priority is accurate formation, starting points and direction.



Shoreditch Library

We will visit our local library to explore books, choose books and develop a love of reading.

We want children to see reading as something enjoyable, social and worth choosing for themselves.



Creative learning

Art Week — Drawing & Collage

We will explore line and shape, observational drawing and collage.

Skills: drawing control, observation, cutting, arranging materials, using colour purposefully and talking about artwork.



Music — Old School Hip Hop

We will listen and appraise music, sing with others, keep a steady beat and respond to rhythm.

The emphasis is on enjoying music and developing secure listening and singing habits.



Spanish — Greetings

Children will learn simple greetings and how to respond.

Skills: listening carefully, pronunciation, remembering key words and taking part in a simple greeting exchange.



How learning looks in Year 1

A balance of whole-class teaching, adult-led learning and purposeful independent choice

Whole-class teaching

English, maths, phonics and other curriculum inputs are taught explicitly.

We model what successful learning looks like and give children lots of opportunities to practise.



Provision

Children choose from carefully planned areas such as creative, writing, construction, small world, discovery, role play, reading and maths.

Activities are linked to the week's learning.



Independence

Children learn to choose, start, persevere, solve small problems, ask for help and tidy.

Adults observe, question and support rather than doing the task for them.



Rainbow Challenges

Each week children have a small number of challenges to complete independently.

These help us practise applying learning and becoming more independent.



HOME LEARNING IN YEAR 1

Each Friday, our weekly update will share what we have been learning and ideas for practising at home.

READING — OUR ESSENTIAL HOME LEARNING

Your child will bring home a reading book and reading record every Friday.

Please read regularly with your child and talk about the book together. Reading is the one part of home learning we ask every child to do.

Please remember:

Bring your child's reading book back to school every Friday morning.

OPTIONAL HOME LEARNING

Each week, our Weekly Update will share an overview of what we have been learning, along with some activities to try at home:

Phonics activities and games

Maths activities and practice

Handwriting sheet

These activities are not expected to be completed, but they are a great way to practise the skills we are learning in school and help your child build confidence.

Do as much or as little as works for your family.

This Week in Year 1...



20.03.26

What a creative and busy week it has been in our classroom as we have celebrated Art Week! The children have loved spending their afternoons focusing on art, particularly still life. We have been outside collecting natural objects to draw and have also visited our roof garden for inspiration. The children have been developing their observational drawing skills, looking carefully at shape, size and proportion, as well as exploring different types of lines and shading techniques such as cross hatching. They have shown great focus and creativity in their artwork.

In Maths, we have been building on our understanding of subtraction, including finding the difference between numbers. In English, the children have been finishing their stories and are excited to begin publishing them next week. In PSHE, we have been making flowers to represent how we are always growing and learning, and discussing how practising helps us improve, even when things feel tricky at first.

How to Help at Home
You could support your child by practising subtraction at home and asking them to explain how they found the answer. It would also be helpful to encourage your child to draw objects from around the house, talking about the shapes and details they can see.

Art Week



Reading at home

The most powerful thing you can do is make reading a regular, enjoyable part of family life

Read regularly

A few minutes every day is valuable.

Let your child read familiar books more than once, rereading builds confidence and fluency.

Make time for you to read stories aloud too.



Talk about the book

Ask:

“What happened?”

“What do you notice?”

“How do you think they feel?”

“What might happen next?”

“What does that word mean?”

Please encourage

Celebrate effort, not just accuracy.

If a word is tricky, encourage your child to use their phonics knowledge and then support them if needed.

Most importantly: keep reading positive.



Year 1 Grey Weekly Timetable



	9:05 – 10:25	10:25 – 10:40	10:45 – 11:45	11:45 – 12:40	12:45 – 2:15	2:15 – 2:30	2:30 – 3:15
Monday	PE 	Break 	Phonics (RWI) abc	Lunch 	ASPIRE Assembly 	Break 	Learning Areas
Tuesday	Maths 123	Break 	Phonics (RWI) abc	Lunch 	Art 	Break 	Handwriting
Wednesday	Maths 123	Break 	Phonics (RWI) abc	Lunch 	Forest School & Music/PSHE 	Break 	Learning Areas
Thursday	Maths 123	Break 	Phonics (RWI) abc	Lunch 	Topic Learning 	Break 	RE
Friday	Maths 123	Break 	Literacy 	Lunch 	Topic Learning 	Break 	End of Week Review



Year 1 Deacon Weekly Timetable



	9:05 – 10:25	10:25 – 10:40	10:45 – 11:45	11:45 – 12:40	12:45 – 2:15	2:15 – 2:30	2:30 – 3:15
Monday	Maths 123	Break 	Phonics (RWI) abc	Lunch 	Art 	Break 	Handwriting
Tuesday	Maths 123	Break 	Phonics (RWI) abc	Lunch 	Topic Learning 	Break 	Learning Areas
Wednesday	Maths 123	Break 	Phonics (RWI) abc	Lunch 	Music / PSHE 	Forest School 	
Thursday	PE 	Break 	Phonics (RWI) abc	Lunch 	Topic Learning 	Break 	RE
Friday	Maths 123	Break 	Literacy 	Lunch 	Topic Learning 	Break 	End of Week Review

UNIFORM, BELONGINGS & PE

UNIFORM

- Correct school uniform each day.
- Label all belongings with your child's name.
- Bring a coat suitable for the weather.

BELONGINGS

- Water bottle and book bag to come to school each day.
- Please leave toys at home
- If your child has something they would like to share with the class, please speak to us first.

PE

- PE days:
GREY CLASS: Monday
DEACON CLASS: Thursday
- Children wear their PE skit to school on this day.
- Long hair should be tied back.
- No jewelry for PE.

Thank you for helping us keep children independent, organised and ready to learn!

Forest School - Wednesdays

When?

Year 1 will have Forest School every **Wednesday**, starting **23 September**.

What to bring:

Wellies

Raincoat or puddle suit

SPARE SOCKS! 🧦

Donations: spare clothes if you have them

Why Forest School?

Forest School gives children the chance to learn outdoors, build **confidence and independence**, develop **teamwork and problem-solving skills**, and explore their environment through hands-on experiences.

It might get muddy... but that's part of the fun! 🌿



DROP-OFF & COLLECTION

Building independence gradually and positively

WEEK 1

Parents are welcome to bring their child up to the classroom each morning.

This gives us time to settle into our new routines together.

WEEK 2

Please drop your child off at the bottom of the stairs.

Teachers will be waiting to welcome the children and help them get settled.

WEEK 3 ONWARDS

Children will come up the stairs independently.

TAs will support children on the stairs and teachers will be waiting at the top to welcome them into class.

COLLECTION

Entrance and collection are via the Bottom Hall. Children will be collected from the Bottom Hall at the end of the school day.



Thank you

We are looking forward to a fantastic first half term together.

