

Year 1

Curriculum Information

2026-2027



The Year Group Team

Class Teachers

- Mrs Foster (year leader)
- Miss Maunder-Taylor

Teaching Assistants

- Mrs Watton (full time)
- Mrs Fairley (mornings)

There will occasions where other members of the support staff team will work in the year group as well.

Renewed Vision



Luke 2:52: "And Jesus grew in wisdom and stature, and in favour with God and people."

Rooted in God's love, we believe everyone can grow to be their **Blossoming BEST** in a caring, Christian community.

We encourage each other to belong, excel, shine and thrive so we can love learning, care for others and make a positive difference in the world.

B.E.S.T. – our approach to teaching the whole child

Belong	Excel	Shine	Thrive
			
We grow in understanding of ourselves, others, the world around us and beyond.	We grow in curiosity, knowledge and wisdom through engaging learning experiences.	We grow in confidence, compassion and character, reflecting the Fruit of the Spirit in our lives and relationships.	We grow in strength and resilience, developing healthy and active lifestyles.
 Spiritual Development	 Cognitive Development	 Social & Emotional Development	 Physical Development



Every day in school matters



Thank you for getting your child into school regularly.

Our school had **94.9%** attendance last year, the same as the national average.



Why does it matter?



Learning

Being in school helps children learn and make progress.



Belonging

Being here helps children feel part of their class and school.



Wellbeing

Routines and good relationships support children's confidence and happiness.



Opportunities

School is more than lessons: trips, sport, clubs, worship and many more things.

One important statistic

84%

of KS2 pupils with **100%** attendance achieved the expected standard in reading, writing and maths.



40%

of pupils who were **persistently absent** achieved the expected standard in reading, writing and maths.

When coming to school feels hard...

We know that some children experience anxiety about coming to school. Anxiety is real. Avoiding school can make anxiety even harder to overcome.

Please talk to us early – we want to help and work together.

HOME

- Listen and reassure
- Keep routines calm and predictable
- Be positive and confident about school
- Work with us to help your child attend



Our aim is to help every child feel safe, supported and able to attend.

SCHOOL

- Talk to the class teacher
- We will listen and try to understand the barriers
- If needed, we may escalate to SENCO/SLT for support, which could include an individual attendance plan
- We will review together

Safeguarding – keeping children safe

**Keeping
children
safe is
everyone's
responsibility**



MOORDOWN ST. JOHN'S
CHURCH OF ENGLAND SCHOOL

**At Moordown St. John's the Designated
Safeguarding Leaders (DSL's) are:**

Mr P Ruffle
(Headteacher)



Mr S Grinsted
(Deputy Headteacher)



Mrs M O'Gara
(Lead SENCO)



Mrs Ham
(Phase SENCO)



Inclusion – supporting children with additional needs

- Our aim is for all children, regardless of their background, ability or special educational needs, to feel like they belong at MSJ and that they flourish and thrive to reach their full potential.
- At MSJ, the progress and well-being of every child is reviewed formally on a termly basis. If at any point teachers feel your child is not making their expected progress, support strategies are discussed and put in place. This could be through targeted support in groups or 1:1, or by seeking advice from outside agencies when needed.
- If you have concerns that have not already been identified, you are welcome to discuss these with your class teacher. Following this it may also be necessary to involve a member of the school's inclusion team: Lead SENCo Mrs O'Gara (KS2) and Phase SENCo Mrs Ham (YR and KS1) .

Inclusion – supporting children with EAL

Does your child speak another language?

If your child speaks a language other than English, they may be identified as an **EAL learner**.

How do we support your child?

- If you feel your child needs additional support with language, please speak to your child's class teacher.
- Mrs Graham, our EAL coordinator, can also discuss your child's needs with you and explore possible support and strategies.

Information for families

- School information brochures can be printed in other languages – just ask at the office.
- Please talk to us if you have any questions or concerns about your child's language development or communication needs.

Uniform – Autumn and Spring

Summer uniform
can be worn
until October
half-term

KS1

- Red polo shirt
- Navy blue cardigan or pullover (school design with red/white insert & logo encouraged)

All pupils

- Navy blue pinafore dress (medium length)
- or navy blue skirt/culottes (medium length)
- or classic style, straight leg, navy trousers (no leggings)
- or grey trousers (short or long)

Uniform – Socks, tights and footwear

- Outdoor shoes to be black leather in appearance, having no heel higher than one inch from the base of the foot.
- Navy, grey or white plain socks (no patterns or designs) or navy tights.



Uniform – PE

- Navy blue or black shorts (no extremely short shorts!) or skirt or skort
- Navy blue or black jogging trousers or leggings
- Plain red tee shirt (with school logo encouraged)
- Plain red sweatshirt (with school logo encouraged)
- Trainers



Uniform – Other bits and bobs

Jewellery

- Loom bands, friendship bracelets and other wrist jewellery should not be worn in school.
- Only plain, non protruding ear studs are permitted (one per ear). For safety reasons they should be removed on days when there is PE, games or swimming.

Hair, Nail Varnish and Tattoos/Transfers

- Hair is neat in appearance and tidy: Long hair (shoulder length) should be tied back with a plain and simple navy blue or red fastening.
- Pupils should not come to school with 'extreme' hairstyles e.g. dyed, shaved.
- Children should not have painted nails or tattoos/transfers in school.

Uniform – Worried about school uniform?

Please talk to us if you have any worries about our school uniform policy.

We have a school uniform allowance for children on free school meals or facing other hardships of £35 per year. Please apply using the form on the school website (or ask the school office).

PFA also sell second hand uniform.

The Start of the Day

- Children will go straight to their classroom as they arrive between 8:20 and 8:30.
- Doors close at 8:30 and registers taken.
- Please send any messages in the form of a note on paper (reading logs aren't looked at every day) or speak to the person on the door.
- Children have their own peg to hang their belongings on. Please make sure EVERYTHING is labelled!

The End of the Day

- Children can be collected from the KS1 playground at 3:00pm outside the Y1 classrooms.
- Please encourage the children to point you out and if you could give us a wave we will get to know each of you quicker! (if there is someone different picking up please let us know!)
- We will remind the children repeatedly but please check that your child has everything you need them to bring home!

Lunchtimes

- Please remember to order your hot school meals in advance.
- There are no spare meals, so children will not be able to swap on the day. If possible, choose your meals with your child.
- **Reminder – we are a nut, seed and pea-free school.**



School Meals and financial support

🍏 All children in Reception, Year 1 and Year 2 receive a free school lunch every day through the Government's Universal Infant Free School Meals scheme.

You do not need to apply for this for your child to receive meals.

However – some families may also qualify for additional Free School Meal support.

- ✓ Extra support for children and families
- ✓ Additional funding for the school
- ✓ Access to other support programmes where eligible



Why do I need to apply?



Your child already receives Universal Free School Meals, but applying for ‘free school meals’ could unlock additional support.

All families receiving **Universal Credit** are now eligible under the Government's expanded scheme. It is thought this will be 1 in 4 of all children at primary school.

Possible benefits include:

- ✓ Additional funding for your child's school (**Pupil Premium Grant**)
- ✓ Access to some holiday activity and food programmes (*subject to eligibility*)
- ✓ Additional support and services for families (*e.g. uniform and residential grants, free milk*)
- ✓ Support remains in place for the academic year, even if circumstances change

You can apply online via the BCP Council Free School Meals webpage: [Free school meals | BCP.](#)
THIS IS A CONFIDENTIAL SERVICE.

Behaviour shaping

Verbal praise

Non verbal praise

Moving up the ladder (aiming for gold)

Stickers/raffle ticket and treasure box in year 1!

Marvellous Mes (now Juniper awards) to reward good effort,
good contributions ...

Children may be sent to the Senior Leadership
Team to show their great work and celebrate
it with them.





Our Rules



1. **Show respect** to all members of the MSJ community.



2. **Listen carefully** and **respond appropriately** to others.



3. **Use kind words** and **keep hands and feet to yourself**.



4. **Follow instructions** given by all staff.



5. **Treat equipment and the environment with care**.

Consequences

"Getting it right" actions in place

1

Reminder



2

Verbal Warning

'You are not following the rule of ____ I am now giving you a verbal warning and you now need to ____'

3

Reflection

Miss part of play
Time spent with adult
Reflection sheet completed
No Marvellous Me Badge for that week

4

Red Card

3 reflections in a week / continued behaviour following a reflection / more serious behaviour
SMS recording / Parents informed
Miss play and lunch

In school the children will need



- Reading log book (every day)
- Water bottle (labelled)
- Fruit snack (the children will get a free school fruit snack in the afternoon)

Timetable



- In year 1 we move away from the reception curriculum and Early learning goals to the national curriculum. The first term is a transition from reception to year 1 where we have lots of opportunities to learn through play.
- In our maths and English we have half inside learning with an adult and half outside in our learning area working practically with an adult.
- In our foundation subjects (history, geography, science etc we do lots of learning practically but they will learn these as separate subjects)

Spellings

- This is new for year 1!
- Spellings will be tested on a Thursday morning.
- Our spellings will be based on the phonics taught that week. We will practice them at school and we encourage you to practice them at home – rainbow writing, in the bath (pens) magnetic letters etc.
- They will get a marvellous me/Juniper badge for getting them all right or trying really hard.

Year 1 - Autumn 1

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
ff ll ss zz	ck nk ar ee	ay ou ie ea	oy ir ue aw	oa oi igh oo making u oo making y-oo	wh ph ew oe
off shell miss less buzz fizz	chick neck bank think park seed	play mouth sound tie sea dream	boy enjoy girl blue true draw	coat point coin night moon wood	when which phonics dolphin grew toe

Reading

- Reading books will be changed on a Friday. We have purchased some new ELS books to go home and will shortly be ready to go home. Children will not get a new book if they do not bring it back!
- They will get one book a week which will either revise the phonics sound for the week or targeted to sounds that the children are working on.
- They will get a marvellous me badge if they do 5 reads. It is really important we are practicing our reading and phonics at home .

Phonics

- In year 1 all children will complete a phonics screen which is a national test set by the government. The children will read some real and alien words.
- Everyday the children will have a phonics lesson and will read alien and real words and we will be learning digraphs and trigraphs from phase 5. The children will regularly come home with phonics words or sounds to practice.
- More information will follow (Spring term) about the phonics screen.

Foundation Curriculum

In Autumn 1 we will be learning about the weather in Geography.

Andy Goldsworthy in Art.

Materials in Science

Singing and playing instruments in music

In Autumn 2 we will be learning about toys in the past in History

Making garages in DT

Autumn and winter in Science

Grouping objects in Computing.

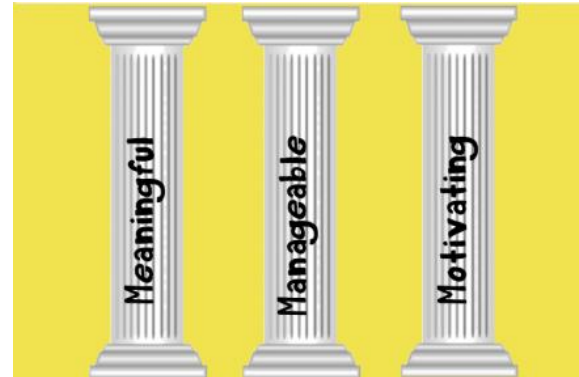
We hope to have an 80s day as part of our toys in the past topic.

RE

Year 1	Light / Symbols <u>How do symbols represent something?</u> Christian traditions Jewish traditions 1: Communicate: How can light make us feel? 2: Apply: What is a symbol? 3: Inquire and Contextualise: When do Christians see light as a symbol? 4: Inquire and Contextualise: When do Jews see light as a symbol? 5: Evaluate: Is light an important symbol for Christians and Jews? A: light B: symbol C: Hanukkah (J)	Waiting <u>What does it feel like to wait for something?</u> Christian traditions 1: Communicate and Apply: What does it feel like to wait for something? 2: Inquire: Why does Christmas matter to Christians? 3: Contextualise: Why do Christians think Christmas is worth waiting for? 4: Inquire: Why does Christmas matter to Christians? 5: Contextualise: Why do Christians think Christmas is worth waiting for? 6: Evaluate: What does it feel like to wait for something? A: love, waiting B: C: Christmas (C), advent (C) UC Incarnation (2): Why does Christmas matter to Christians?	Belonging (1) <u>Is it important for people to feel that they belong?</u> Jewish traditions 1: Communicate: What groups do I belong to? 2: Apply: What do I have to do if I belong to a group? 3: Inquire: What makes Jews belong to a group? 4: Contextualise: How do Jews act as part of their community? 5: Evaluate: What is important for Jews about belonging to their community? A: community, belonging B: C: God (J), mitzvah (J)	Feelings in Stories <u>How can stories make us feel?</u> Christian traditions 1: Apply: How do stories make us feel? 2: Inquire: How do Bible stories make Christians feel? 3: Communicate: How do Bible stories make Christians feel? 4: Contextualise: How do Christians feel at Easter? 5: Evaluate: What's most important about the Easter story for Christians? 6: Evaluate: Should we have stories that have sad parts in them? A: feelings, storytelling B: C: Easter (C) UC Salvation (2): Why does Easter matter to Christians?	God <u>Who is god/God?</u> Christian traditions 1: Inquire: What do Christians believe God is like? 2: Contextualise and Apply: How do Christians show love to God? What does this mean to me? 3: Contextualise and Apply: How do Christians show love to God? What does this mean to me? 4: Inquire: What do Christians believe God is like? 5: Contextualise and Apply: How do Christians show love to God? What does this mean to me? 6: Communicate and Evaluate: Who is god/God? A: love B: God C: UC God (2): What do Christians believe God is like?	Special Buildings <u>What buildings are special for people?</u> Christian traditions Jewish traditions Sikhi faith traditions 1: Inquire: What is 'special' to followers of religious traditions? 2: Communicate and Apply: What buildings are special to me and to others? 3: Inquire and Contextualise: What buildings are special to followers of religious traditions? 4: Communicate and Apply: How are buildings special to people? 5: Evaluate: Can a building represent what is special? A: special/community B: holy C: church (C), synagogue (J), gurdwara (S), mandir (H), temple (B), mosque (M)	Communicate: Express creatively their response to their own experiences of the concepts/words introduced. Apply: Recognise their responses relate to events in their own lives. Inquire / Contextualise: Recognise what has been taught about the concept/word and how they are used in the tradition studied. Evaluate: In simple terms, recognise something of the value of these concepts/words in the lives of those living in the traditions as well as for their own lives and communities.
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Feedback

- Our feedback to the children about their work will primarily be through verbal feedback and using marking codes in a way that is meaningful to the children.
- The focus of the feedback will be:
 - Child-friendly
 - Accessible
 - Positive
 - In the moment
 - Verbal with the use of marking codes



Curriculum overview



Moordown St. John's
Church of England Primary School

During the Autumn Term,
Year 1 will be working hard and learning successfully by:

History:

In year 1 we will be looking at toys from the past and comparing them to their own toys looking at functions and materials.

Geography:

Exploring different weather patterns, weather stations and how weather affects us will be the focus in Geography. We will record the weather and create our own symbols.

PHSE:

We will be thinking about me and my relationships (feelings, rules and friendships) and valuing differences (special people and anti-bullying week).

Computing:

In this unit we will be learning about data and information. We will be learning to label, group and search for information. We will be logging on to the computers, opening and saving documents.

Worship:

Children will explore our Blossoming BEST vision through Bible stories, learning that everyone is loved by God and can belong, excel, shine and thrive.

English:

- use capital letters, finger spaces and full stops in their writing.
- write lists, labels, sentences and begin to form short narratives.
- use and apply their phonics skills to spell new words.
- Become familiar with stories by retelling the stories and sequencing the stories.

Root texts

Koala who could
Cyril and Pat
The Everywhere bear

Project Overviews:

Autumn Term 1: It's Great to be Me!
Autumn Term 2: Toys Now and Then

**B
E
S
T

M
E**

Maths:

- learn to read, write and recognise many different representations of numbers to 20.
- find one more and one less, and compare numbers using greater than and less than symbols.
- recognise and name 2D and 3D shapes.
- solve addition and subtraction problems.
- Continue with Mastering number program.

Year Group Information:

Reading – please read 5 x a week and write in the reading log

Spellings test – Thursday

P.E. Days - Wednesday and Thursday

Details of any trips and visits: Library visit, [Autumn walk](#), 80's day! (outfit required)

RE: We will be learning about the Jewish celebration of Hanukkah and how the symbol of light is important. We will also be learning about why Christmas is an important time for Christians.

Science: We will be looking at changes in our environment through the seasons, focusing on Autumn to Winter. We will also be looking at different materials and their properties.

PE: Outside will be focusing on tennis skills using a racket and tennis ball. During indoor PE we will be learning jumps and shapes in gymnastics.

Art: We will be looking at the famous artist 'Andy Goldsworthy'. We will be learning more about his nature sculptures, sorting natural materials and creating our own sculptures.

D&T: Through our toy garage project, we will be exploring 'stable structures'. We will be designing making and evaluating our garages.

Music: We will be listening to a range of music and learning how to find the pulse and clap/march in time. Learning about rhythm we will be clapping rhythms in our name and copying simple rhythms.

Home Learning



Moordown St. John's
Church of England Primary School

Year 1 Home Learning Autumn Term 1

Weekly Expectations

- Reading 5x a week - Reading Log to be signed by parents.
- Spelling Shed - see weekly spelling words below.

Spellings:

Year 1 - Autumn 1					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
ff ll ss zz	ck nk st ss	ay ou ie ss	oy it ue ow	ee oi igh ee making u ee making y-ee	wh ph ew ee
off shell miss less buzz fizz	chick neck bank think park seed	play mouth sound tie sea dream	boy enjoy girl blue true draw	coat point coin night moon wood	when which phonics dolphin grew toe

Home Enrichment Activities

Here are some suggested activities for you to do at home with your child that will enhance their learning this half term. (These do not need to come into school.)

- Write a sentence about your weekend.
- Visit your local library and sign up for a free library card.
- Go on an Autumn Scavenger Hunt - Look for bare trees, different colour leaves, chestnuts, squirrels, acorns, pinecones and draw pictures of these.

What's in the multi-trip deal?

- A set amount – KS1: £31.50 / Yr 3-5: £42 / Yr 6: £50
- To cover the main trips for the year and other additional experiences
- Parents will receive a full breakdown of the costs
- Time to pay – end of November 2026 deadline (Arbor APP)

We had fantastic support last year and all trips were able to go ahead.

Year 1 Proposal

KS1 Multi trip proposal £31.50

- Theatre Production
- Live music performance (Soundstorm)
- Christmas party
- Themed day during KS2 sports day

Specific trips:

- Star gazing evening
- Marwell zoo
- Titanic experience (visitor to school)
- 80s day in school

Any Questions?



Thank you for attending and your own going support

We look forward to being part of your child's learning journey throughout Year

