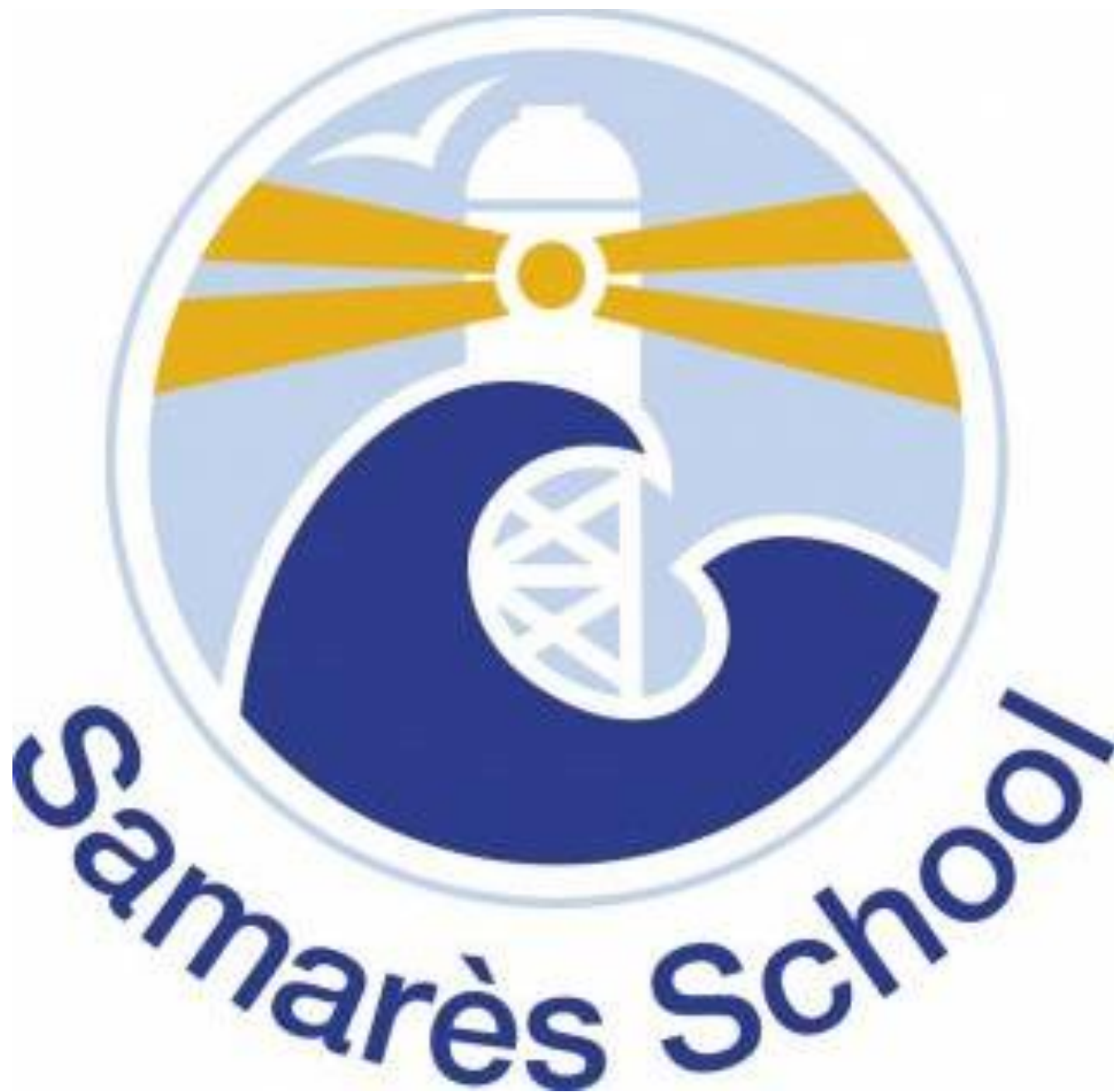




Meet the teacher

Gemma Dufty and Frances Brandon
Year 1



Determination

Collaboration

Respect

Engagement



My Transition Information for Year 1D

Miss Dufty is my Class Teacher



Mrs Kehoe will be supporting in Year 1



Mrs Graham will be supporting in Year 1



Mrs Wesolowska will be supporting in Year 1



Mrs Godwin will be supporting in Year 1



Ms Waddell will be supporting in Year 1



Mrs Lagadu will be supporting in Year 1



Mrs Greier will be supporting in Year 1



My Transition Information for Year 1B

Mrs Brandon is my Class Teacher



Teacher and staff intro



Organisation - PE days, etc

- PE days - Wednesday (ID) and Friday (IB)
- Homework - Monday and returned on a Monday
- Trips - Once a half term at least.
- End of day pick-ups - From the classroom. If you have something you would like to discuss, please email and arrange a meeting. The end of the day can be very busy!
- Snack - Individual snack boxes for snack so they don't need to go into their lunch boxes.



Topics/learning over the year

08. Long-term Overview

Trips/ Visitors / Careers	English	Maths	Science	History	Geography	PSHE	RE	DT	Art	PE	Computin g	Music
Jersey Heritage visit Trip to the Jersey Museum (History link)	Letter formation Missing poster	Numbers to 10 - Ch1 Number bonds to 10 - Ch2 Addition and subtraction to 10 - Ch3 + 4 Positions - Ch5	Animals including humans	Changes Within Living Memory Then and Now		Jigsaw - Being me in my world	What does it mean to belong to a faith community?		Mark Making	Throwing and catching hand-eye coordination	Technolo gy all around us	World Music
Zoo Trip (Science link)	Letter formation Finger spaces Narratives	Numbers to 20 - Ch6 Addition and subtraction to 20 - Ch7 Shape and pattern - Ch8 Length and height - Ch9	Animals Seasons		Our school and it's neighbourhood	Jigsaw - Celebrating difference	What do Christians believe God is like?	(Food and Nutrition) - Smoothies	Mark Making	Attacking and defending Bikeability - Jersey Sport	<u>Digital planning</u>	Singing



What they
should be able
to do by the
end of the year
– BE, E, GD

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.

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.



What they should be able to do by the end of the year – BE, E, GD

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.

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 $7 = \square - 9$.



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.

What they should
be able to do by
the end of the year
– BE, E, GD

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.

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].



Reading



- As parents you play a very important part in helping your child to read. Encouraging children to develop a love of books and an interest in written language helps their literacy now and **makes a difference to their whole future.**
- The most important thing is that reading should be a **positive, enjoyable experience** for both the adult and child, not a chore.
- Studies show that reading a variety of literature independently by age 15 is the **biggest indicator of future success.**



What is RWI?

Read, Write Inc

- A structured phonics programme (Fred the Frog)
- Taught from Nursery to Year 2.
- Nursery - Introduced to letter sounds and recognise the letter by it's shape and the sound it makes.
- Reception - Continuation of the Nursery learning. Children now begin to read the letters, blend the sounds to make words, write each letter accurately. We progress to reading short sentences and phrases.
- Year 1 and 2 - Continuation of Reception learning. Children can now read more complex sounds and words and are able to read books with these sounds in them.



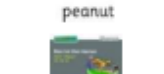
Reception

		In Speed Sounds lessons, teach children to:	To progress into the next group children should be able to:
Set 1 Sounds Group A		Read Set 1 single letter sounds Learn to blend: Word Time 1.1 to 1.3 Spell using Fred Fingers	Read 16 or more single-letter sounds speedily
Set 1 Sounds Group B		Read all Set 1 single letter sounds Learn to blend: Word Time 1.1 to 1.4 Spell using Fred Fingers	Read most Set 1 single-letter sounds speedily Blend sounds into words – either orally or using Speed Sounds Cards
Set 1 Sounds Group C		Review all Set 1 single letter sounds speedily (teach any gaps) Blend independently using Phonics Green Word cards: Word Time 1.1 to 1.5 Spell using Fred Fingers	Read all Set 1 single letter sounds speedily Read Word Time 1.1 to 1.5 words with Fred Talk
Ditties PCM		Read Set 1 Special Friends Read Word Time 1.6 words (words with Special Friends) Review Word Time 1.1 to 1.5 Read 3-sound nonsense words Spell using Fred Fingers	Read all Set 1 sounds speedily Read Word Time 1.6 words (words with Special Friends) with Fred Talk Read 3-sound nonsense words with Fred Talk
Red Ditty Books		Review Set 1 sounds speedily Read Word Time 1.7 words (words with double consonants and 4- and 5-sound words) Review Word Time 1.1 to 1.6 Read 3 and 4 sound nonsense words Spell using Fred Fingers	Read all Set 1 sounds speedily including ll, ff, ss, and ck Read Word Time 1.6 and 1.7 words (words with Special Friends; words with double consonants and 4-sound words with Fred Talk) Read 3 and 4 sound nonsense words with Fred Talk
Green		Read Set 2 sounds and matching Phonics Green Words including longer words Review Set 1 Phonics Green Words and previously taught Set 2 Phonics Green Words Read nonsense words Spell using Fred Fingers	Read Word Time 1.6 and 1.7 words Read 4 sound nonsense words with Fred Talk Read previously taught words with Set 1 sounds speedily

Year 1

Purple		Read Set 2 sounds and matching Phonics Green Words including longer words Review Set 1 Phonics Green Words and previously taught Set 2 Phonics Green Words Read nonsense words Spell using Fred Fingers Once secure, read Set 3 sounds and matching Phonics Green Words. Continue to spell Set 1 and Set 2 words	Read the first six Set 2 sounds (ay, ee, igh, ow, oo, oo) speedily Read these sounds in real words and nonsense words with Fred Talk Read previously taught words with Set 1 sounds speedily
Pink		Read Set 2 sounds and matching Phonics Green Words including longer words. Review Set 1 and 2 Phonics Green Words Read nonsense words Spell using Fred Fingers Once secure, read Set 3 sounds and matching Phonics Green Words. Continue to spell Set 1 and Set 2 words	Read all Set 2 sounds speedily Read these sounds in real words and nonsense words with Fred Talk Read previously taught words with Set 1 and 2 sounds speedily
Orange		Read Set 3 sounds and matching Phonics Green Words including longer words Review Set 1 and 2 Phonics Green Words, plus previously taught Set 3 Phonics Green Words Read nonsense words Spell using Fred Fingers: focus on Set 2 words	Read Set 1 and Set 2 sounds in longer words Read Set 1 and Set 2 sounds in 4 and 5 sound nonsense words Read previously taught words with Set 1 and Set 2 sounds speedily

Year 2

Yellow		Read Set 3 sounds and matching Phonics Green Words including longer words Review Set 1, 2 and 3 Phonics Green Words Read nonsense words Spell using Fred Fingers: Set 2 and 3 words	Read the first six Set 3 sounds (ea, oi, a-e, i-e, o-e, u-e) speedily Read these sounds in real words and nonsense words Read a passage at 60-70 words per minute, attempting intonation to show comprehension
Blue		Read unfamiliar longer words Review Set 1, 2 and 3 sounds and matching Phonics Green Words including longer words Read nonsense words Spell using Fred Fingers: Set 2 and 3 words	Read all Set 3 sounds speedily Read Set 3 Sounds in real words and nonsense words Read a passage at 70-80 words per minute, attempting intonation to show comprehension
Grey		Read unfamiliar longer words Review Set 1, 2 and 3 sounds and matching Phonics Green Words including longer words speedily Read nonsense words Spell using Fred Fingers: longer words, Set 2 and 3 words	Read longer words containing Set 1, 2 and 3 sounds Read a passage at 80-90+ words per minute with intonation that shows some comprehension



Year 1	
the	pull
they	are
one	so
a	full
he	were
once	by
do	house
he	was
ask	my
to	our
she	is
friend	here
today	his
me	there
school	has
of	where
we	I
put	love
said	you
no	come
push	you
says	some
go	

Spellings



Handwriting

Letter-join

- Handwriting is taught from Nursery to Year 6
- Children start to learn to join their letters in Y2
- You can access online handwriting practice on the Letter-join website

Desktop login



Login Desktop Tablet

Username:

dw13831

Password:

home

Tablet login

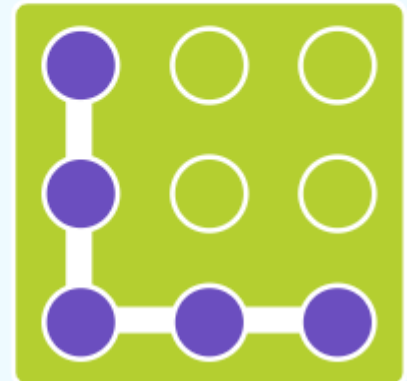


Login Desktop Tablet

Username:

dw13831

Swipecode:





100 things

Year 1

Carry out an experiment

Visit the zoo

Make a sculpture

Visit Samares Gardens

Post a letter

Try Jewish Challah bread

Bikeability – Jersey Sport

Do something nice for our community

Make a smoothie

Christmas performance





Homework

- Homework is sent out every **Monday** and collected in the following **Monday**.
- Homework consists of a **spelling/handwriting** at the start of the year and may include some Maths tasks towards the end.
- Children should be **reading** for a minimum of 15 minutes per night.





Homework



Year 1 handwriting homework

Due in: Monday 5th October 2026

Look

Trace

Copy

c

c

k

k

u

u

b

b

f

f

Challenge: Make your own words using some of these letters. EG - cob, bat



What else you can do to support your child at home

- In Year 1, we feel it is so important to remember that they are SO young!
- If your child isn't writing at home on their own, or still struggles to do things, that is okay.
- Learning through experiences, play, social interactions are so important developmentally.
- Send pictures of trips to the teacher, getting them to speak in front of the class and ask questions to friends is vital as well.



Uniform

- There is an expectation that all pupils wear school uniform and look smart at all times.
- All logoed items can be bought from Lyndale Sports (www.lyndalesports.com).
- Other generic items can be purchased from a number of high street shops.
- The Friends of Samarès also stock good quality pre-loved uniform which is for sale.



Uniform:

- Navy shorts, trousers, skirt, pinafore or white/blue checked dress.
- School Logo dark blue Sweatshirt
- School Logo light blue Polo Shirt
- Navy or white socks/tights
- Black school shoes (not trainers)



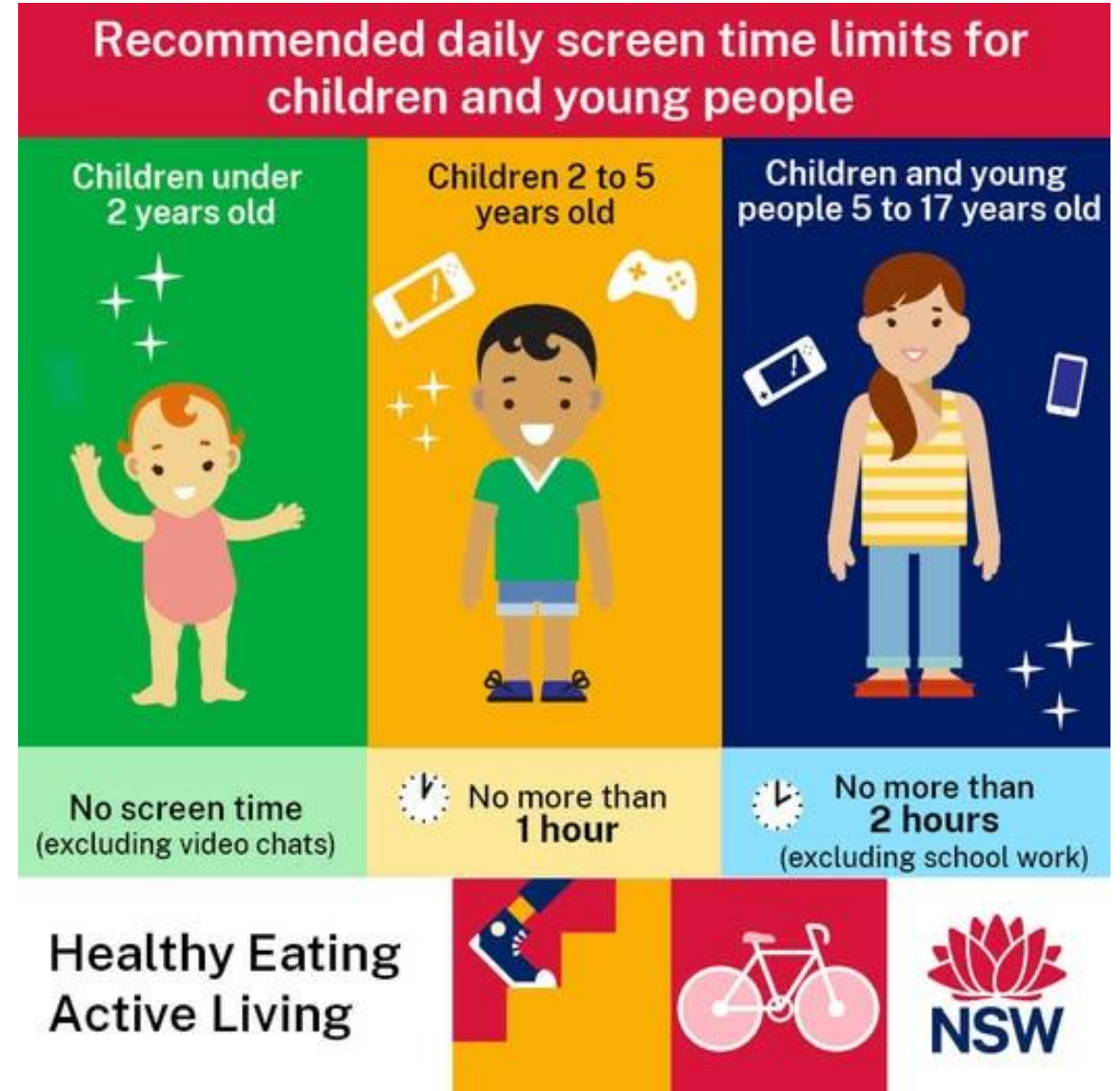
Hair, jewelry and make-up

- Any pupil with hair that is longer than shoulder length should have it tied back accordingly with a blue hair-band. This is for Health and Safety and working reasons.
- The only jewellery permitted is a **simple watch**. Pupils with pierced ears may wear **plain stud earrings** only. For safety's sake these are removed or covered for P.E.
- Nail varnish and other make-up items are not permitted.



Screen time

- **Balance** is important: Screens can support learning and creativity when balanced with physical activity, reading, play, sleep and family time.
- Too much recreational screen time has been linked to **increased anxiety**, lower mood and difficulties with concentration and attention.
- **Recreational screen time** = games, videos, movies, social media, internet browsing, texting.





Sleep

Good sleep helps children learn!

Better focus

- Improved attention and concentration in class

Calmer behaviour

- More emotional control and positive mood

Stronger learning

- Improved memory, problem-solving and academic progress

How much Sleep?

- Younger primary: 10-12 hours
- Older primary: 9-11 hours works well for most.

Sources

Evidence-based guidance · NHS & American Academy of Sleep Medicine

Simple steps that help

Consistent times

- Same bedtime and wake-up every day (no more than 1 hour difference at weekends).

Calm wind-down

- 30-60 minutes of quiet activities (bath, story, chat) in the same order each night.

Screens off early

- Devices away at least 1 hour before bed. Charge phones outside the bedroom.

Sleep-friendly room

- Dark, quiet and cool. Keep the bed for sleep only.

Be realistic

- Every child is different. Seek support if needed.



Oracy



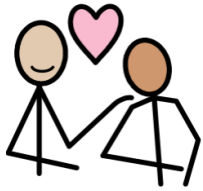
Oracy in Year 1:

This year, your child learned how to...

- perform confidently by retelling historical events.
- present ideas clearly when talking about their artwork to an audience.
- take turns in discussions and use sentence stems to agree, build on and challenge ideas.
- use Tier 2 vocabulary through Talk Through Stories.



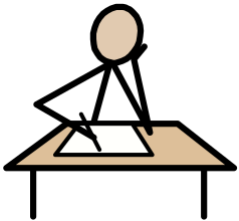
Samarès School Rules



Be Respectful



Be Safe



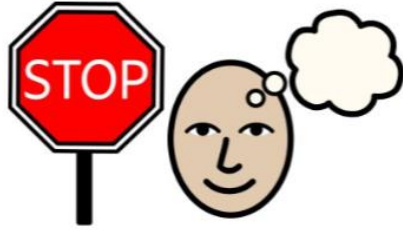
Be Ready

These rules
are for
everyone,
children and
adults, so that
our school
stays a
positive place



First Warning

Calm reminder of which rule was broken.
Reminder to stop and think



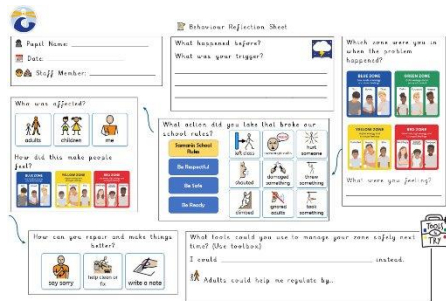
Time to make a good choice.

Second Warning

Another reminder given.



Told what will happen if it continues



The form is titled 'Behaviour Reflection Sheet' and includes sections for 'What happened before?', 'What was your trigger?', 'Which rule were you in when the problem happened?', 'What action did you take that broke our school rules?', 'How did this make people feel?', 'How can you repair and make things better?', 'What tools could you use to manage your rage safely next time?', and 'What were you feeling?'. It also features a 'Parental Consent' section at the bottom.

Reflection time



Reflection sheet completed

Parents informed

Time in a quiet space or another classroom.



PE expectations

1. Trainers are to be worn on P.E days.
2. Long hair must be tied back.
3. No jewellery is to be worn for P.E (small stud earrings are allowed).
4. Always have a full water bottle for P.E.
5. When entering the hall, we are safe, respectful and ready to learn.
6. We sit and wait on the listening line.





Sports clubs

- Behaviour
- All children and staff must be respectful and show a sportsmanlike manner at all times, both in class and during sports clubs.
- Children must follow teachers' instructions and club rules during all activities.
- In line with the behaviour policy, if a reflection is given in a sports club, parents will be contacted.





Sports clubs

Communication

- All sports club communications will be shared on class charts.
- **Feedback:** parents and children are encouraged to provide feedback or raise concerns respectfully through designated channels. Parents will be asked to provide feedback to Mrs Boyle.
- End of term **parent and pupils voice surveys** are sent to parents via class charts, we encourage you to fill these out, so we can continue to provide and improve sporting opportunities for everyone.





Any questions?

