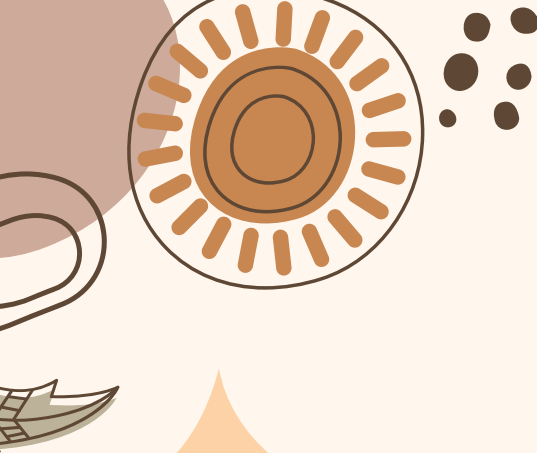
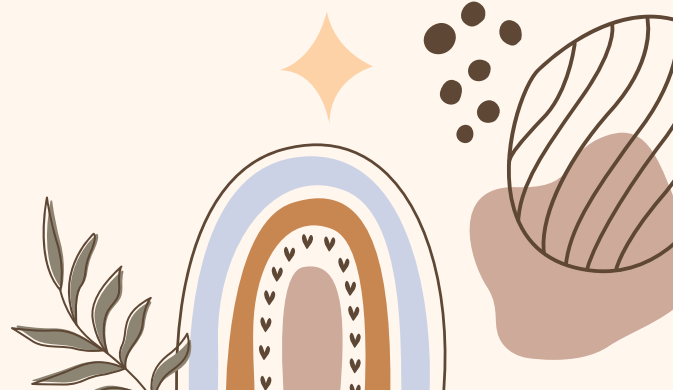
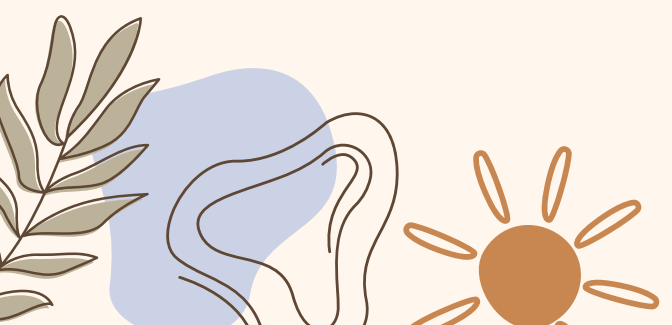




Year 1

Meet the Teacher

September 2026
Welcome to Year 1!



A bit about me!

As your child's class teacher, we will be spending a lot of time together over the next year, so here is a little bit about me!

A lot of my family have also attended St Bernadette- my brother and sister, my mum and uncle, and my mum's cousins!



I went to St Bernadette as a child, and this is a photo of me when I was in Year 1!



I loved everything about life at St B. I was the Girls Football captain (and my dad was the coach!), the netball team captain, a School Council House Captain, I took part in District Sports, tag rugby tournaments- anything I could do to represent the school! I was also in the school choir (although I was definitely not being a captain of any sort in this area!! Definitely a back row singer!)





A bit more about me!



This is my 11th year working at our school, and my sixth year in Year 1. I have worked in Reception and Year 1. (I have actually spent more years of my life at St Bernadette than away from it!!!)

I worked as a TA and HLTA in Reception for 5 years, spent 1 year working as a teacher across Reception and Year 1 (taking over Year 1 full time in February), and this is my fifth full year as a Class Teacher teaching in Year 1. I am the Phonics and Early Reading Lead across the school.

Whilst working full time at St Bernadette, I also completed a degree in Early Childhood at The Open University, which allowed me to continue working at the job I loved so much.

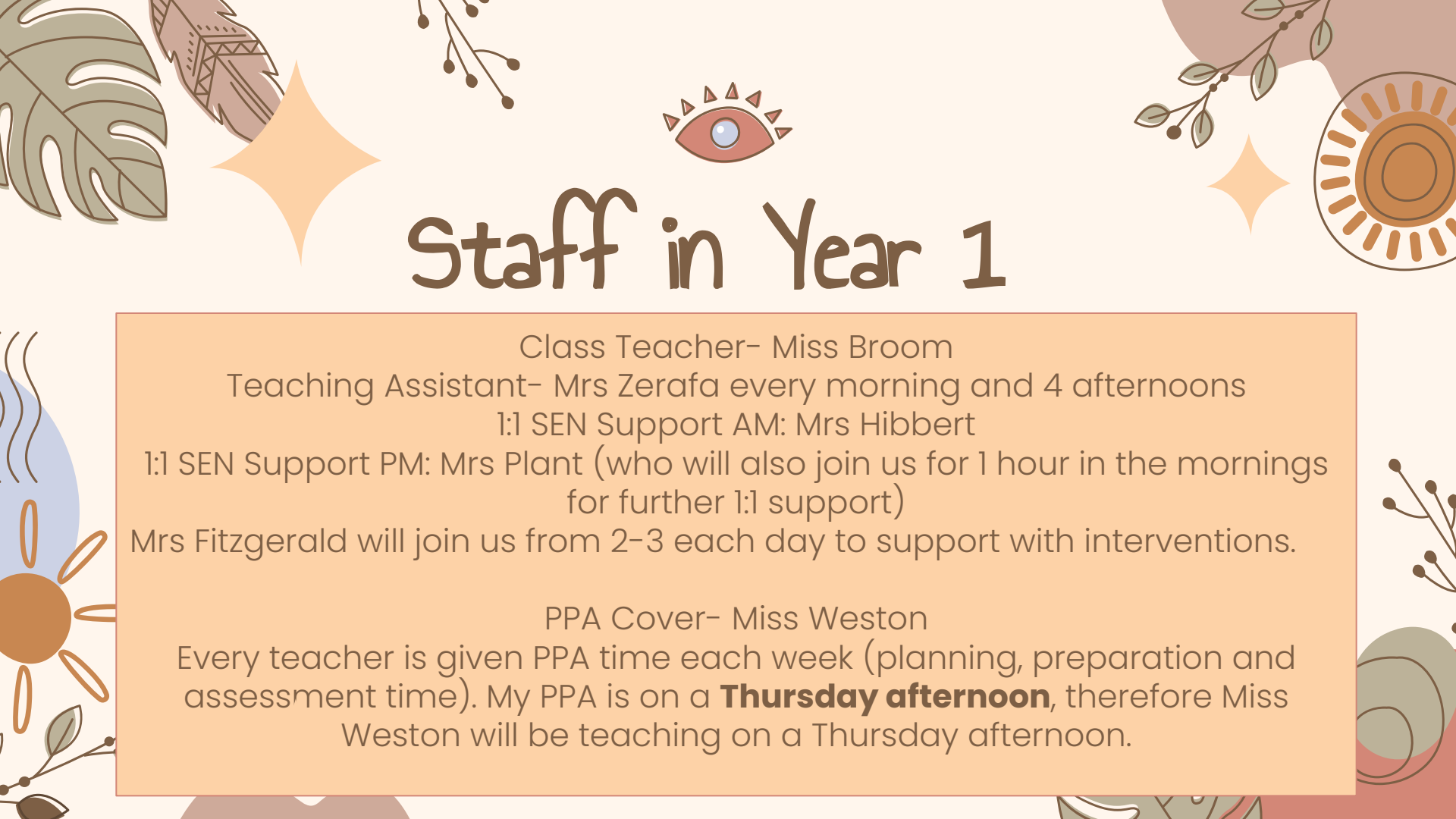
I achieved First Class Honours, and then completed a SCITT programme to complete my teaching qualification. I specialised in the age range 3-7 and completed this here at St Bernadette and at another local school.

My key areas of interest within teaching are Phonics and Early Reading and supporting children with SEND, and I am very passionate about ensuring all children are given the support they need to thrive.

I have a dog called Teddy, who is a Cavapoo, that some of you may know already! He will be 10 years old in December. We will get on to more about him a bit later.

I am very family-orientated which is what led me to wanting to become a teacher- I had always loved spending time with my younger relatives. I have 2 sisters and 1 brother, and 1 niece and 2 nephews.





Staff in Year 1

Class Teacher- Miss Broom

Teaching Assistant- Mrs Zerafa every morning and 4 afternoons

1:1 SEN Support AM: Mrs Hibbert

1:1 SEN Support PM: Mrs Plant (who will also join us for 1 hour in the mornings for further 1:1 support)

Mrs Fitzgerald will join us from 2-3 each day to support with interventions.

PPA Cover- Miss Weston

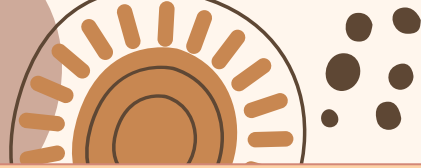
Every teacher is given PPA time each week (planning, preparation and assessment time). My PPA is on a **Thursday afternoon**, therefore Miss Weston will be teaching on a Thursday afternoon.

The Leap from Reception to Year 1

- The transition from Reception to Year 1 is possibly the biggest transition the children will experience in their school life, so it will be a shock to their system!
- I do everything in my power to ease the transition for the children, but in the next slide I will go through some of the differences in Year 1 which highlight how it is a very big change for the children.
- It is very likely that the children may come home in the early weeks saying things such as “Year 1 is too hard”, “I don’t get any help”, and you may have tears- I think every Year 1 teacher in the land has experienced this. But please, trust the process! Please also remember that a 5 year old’s perception of a situation is often flawed, and getting back into routine after a 6 week break is hard even for us adults, let alone 5 year olds, so everything is probably going to feel that extra bit harder!
- In Reception, a lot of their learning was based around things that the children had some prior knowledge of. In Year 1, the children learn a lot of brand new things, from part-whole models in maths, to learning about the Monarchy and the Gunpowder Plot, to learning about Tanzania. Here, the children cannot rely on already knowing the answers, they have to work a lot harder, which is what can shock them to begin with! Things are not “TOO hard” but they are hard!
- The first half term can be pretty hard as the children adjust, but it is necessary to push them through this so that they can face the rest of the year with confidence. The work is also easy and revision of skills they have already learnt for the start of the year.

What is different in Year 1

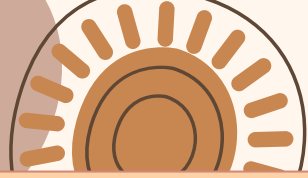
- There is no choosing time in Year 1, however 4 years ago I introduced something called Discovery Time (which I will cover in more detail later on) and this will continue this year.
- The children have a book and have distinct lessons for every subject in the National Curriculum. Subjects in Year 1 include: Literacy, Maths, Phonics, RE, PE, History, Geography (alternating each half term), Science, Music, RSE/PSHE and ART/DT (alternating each half term). In Reception, they only have an RE book, and they haven't had explicit lessons such as Geography/History/Science/Art- this would all be covered in a more general manner.
- The children have to complete some writing every single day, and usually several times a day, in comparison to Reception where they would be expected to write a maximum of 2-3 times a week.
- In Reception, when children are completing their work, they do so 1 group at a time with an adult on their table. In Year 1, the majority of work is completed by the whole class at the same time, so the children have to become more independent (an adult is always moving around the room offering help!). There is not a full time general class TA support as there is in Reception, so the children have to be more independent as there are times in the day where there will only be one adult in the classroom in a lesson.
- There is no Tapestry! We will now be using Google Classroom, which I will explain in more detail in the presentation.



My Classroom



- Year 1 is the year of Phonics, Phonics, Phonics and the year of the Phonics Screening Test (I will post more information about this on Google Classroom). Teaching Phonics and Early Reading is my passion, and I am the Phonics and Early Reading Lead across the whole school. Phonics and Early Reading underpins everything, so there will always be a huge focus on this and I will be sending home lots of resources to help you at home too.
- It is really important to instil the class rules and my expectations from the beginning of the year, as this means that within the first half term, the children are settled and know what to expect and we can then enjoy some really fun, exciting activities together as the children are able to enjoy these activities without getting carried away.
- I will push the children to be the best that they can be and encourage them to believe in themselves and understand that there is nothing they cannot do. I have high expectations of the children and spend a lot of time teaching the children to believe that “as long as I have tried my best, then what I have done is good enough.” Along with this, is encouraging high standards of behaviour. Due to the big transition between Reception and Year 1, **it is crucial that the children listen to inputs and focus fully, otherwise they can quickly get lost and find it difficult to pick back up.**
- All of these high expectations are ultimately to support the children’s confidence as it works in a cycle. If the children listen well and engage in an input, they will feel confident when it comes to starting their written work. If they feel confident and they have tried their best, they will feel proud of the work they have produced and so they will feel even more confident for the next lesson.



Work Hard, Play Hard!



- Whilst having high expectations of the children, I also recognise that the most important part of primary school life is having fun and making memories!
- I try to make learning as exciting as I can at every opportunity- here are just a few examples of ways I have tried to make learning more fun in the past:
 - - eating chocolate chips to help us with our subtraction work in maths.
 - -carrying out a 'poo investigation' in science learning about carnivores, herbivores and omnivores.
 - -having a teddy bear's picnic and making and eating jam sandwiches to help us with our instructions writing in Literacy.
 - -having an entire crime scene set up in our classroom and becoming police officers trying to catch the runaway Goldilocks in our Traditional Tales unit in Literacy.
 - -making mud huts out of clay when learning about Tanzania in Geography.
 - -watching interviews children had carried out on their Grandparents to support our learning in History.
 - -dressing up in our fanciest clothes to become "news reporters" in Literacy and editing ourselves into BBC News.
 - -helping Teddy to find out what material he should use for his new dog coat by investigating different materials in Science.

There are some different topics this year and I am looking forward to trying out some new fun activities with the children!



A note on Teddy...



- A key feature of a lot of excitement in our learning is Teddy. You will probably hear your children coming home talking about Teddy a lot, and in case you think it's your child that has gone crazy... it's not- it's their teacher!
- For those of you that don't know, I have a dog called Teddy, that has magical powers and is able to talk! During the first Lockdown, Teddy developed these magical powers and used his ability to talk to read stories to the children and these were posted on his Youtube channel "Tuesday Tales with Teddy" each week. This continued throughout the lockdown and beyond, and even led to the local newspaper and an appearance on BBC Three Counties Radio.
- Teddy has since retired from his weekly videos, however the children will often watch Teddy read a story on the board, and he often features in our lessons and sends messages to the children when they are doing really well! Year 1 are treated to these exclusive Teddy appearances!
- Teddy also watches us on our "camera" each day to keep an eye on us and see all of the lovely things we get up to, and helps me to decide on who has earned any special rewards!



Teddy's tales for children in lockdown

GEORGIA BARNOW
georgiabarnow@herts.ac.uk

A London Colney teaching assistant has enlisted the help of a fluffy companion to help inspire and entertain children during the coronavirus lockdown.

Gemma Broom and her Cavapoo Teddy have been entertaining children with Tuesday Tales with Teddy since the start of the lockdown.

Initially the bedtime videos were being shared with children in Gemma's reception class at St Bernadette Catholic Primary School, but she then decided to launch the videos on a new YouTube channel.

Gemma told the Herts Ad: "I started it up because I work as a teaching assistant in a local primary school in reception class."

"I have a niece and nephew, and previously I had made Teddy talk at Christmas time and sing We Wish You a Merry Christmas."

"The children absolutely love it and come into school asking me if Teddy can really talk!"

Teddy started off reading the Three Little Pigs, and has since



Teddy the cavapoo from London Colney has been reading bed time stories.

Picture: GEMMA BROOM

gone on to read classics like Goldilocks and the Three Bears, The Gingerbread Man, The Gruffalo, and the latest is Oi Cat.

"When we heard the schools were being shared with children as possible as it might give some parents five minutes of peace, or give them a break from the bedtime story one day a week!"

"So I created a YouTube channel, edited the original video so it had a bit more general talking in it

recorded him reading The Three Little Pigs and posted it to our online learning platform so that the children and their parents could listen and watch!"

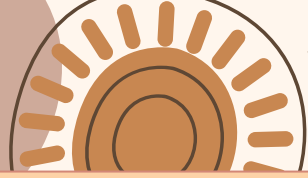
"Then I thought, well I might as well share this with as many children as possible as it might give some parents five minutes of peace, or give them a break from the bedtime story one day a week!"

"So I created a YouTube channel, edited the original video so it had a bit more general talking in it

appropriate for YouTube, and I shared it across Facebook."

"I've since had people messaging me saying they love it. I even had one lady - who is in the same university group as me - send me a book to read along with a cuddly toy for Teddy!"

"This was for our most recent video, where we read 'Oi Cat' which was sent in to us. To watch Teddy in action, search Tuesday Tales with Teddy on YouTube."

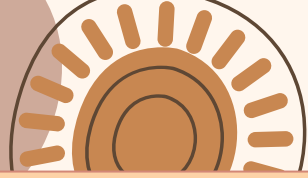


Work Hard, Play Harder!



In Year 1, the children have to work so hard, and they are still so little, so it is also important to me to make sure we have a lot of fun, memory making moments that aren't about explicit learning. Sometimes, it is within these moments that the best learning takes place- learning to let go and have fun, learning how to make new friends, learning that you have a new skill, the list is endless! Some of last year's rewards included:

- Christmas party
- Karaoke afternoon
- Dance parties/Dance battles
- Party games
- Parachute fun
- Mufti day catwalks and fashion shows
- Pyjama party with popcorn and hot chocolate
- Pizza Party in the park
- Talent show
- End of year party



A change this year...



For those of you that have experienced Year 1 with me before, there are a few changes this year, which will hopefully make the children's Year 1 experience even better!

As with all schools, there is a growing focus on Foundation Skills, which has meant that we have made some changes to how the school day looks:

- We now have set Handwriting lessons 4x week. We will be following Little Wandle's Handwriting programme (this is in addition to our Little Wandle Phonics lessons 4x week and our Little Wandle Reading sessions 4x week). These will take place in the afternoons.
- Due to these handwriting sessions, on these 4 afternoons we will have no set lesson. The children will get a full afternoon of Discovery Time (which I will talk about in the next slide).
- Our Art/DT and History/Geography will continue to be taught across alternate half terms, but we will also now be Art/Dt, Science, History/Geography on alternate weeks, due to the additional Discovery Time allocated and Handwriting time.
- Instead of having Computing within the weekly timetable, we will have 1 set Computing day each half term!

What is Discovery

Children can "discover" things for themselves and take some ownership of their learning- it is very similar to choosing time/busy time in Reception, in that it is child-initiated. The children can choose what they do in this time. However, to progress from Reception, the children are highly encouraged to take part in challenges.

CHALLENGES-Around the room there are challenges that the children can complete. There are easier and trickier challenges for Literacy, Maths, RE and Science (as the year progresses, there will then be challenges for History, Geography and Reading), These are optional, however if the children complete them, they will move along the race track. The first person (or people) to reach the finish line will receive a prize!

The challenges will be based on learning from the previous week so that the children can consolidate their learning. This also means that all children, regardless of ability, will be able to achieve success! The expectations will increase as the year goes on and the children develop.

The children have the freedom to choose a range of other activities: re-telling or creating their own story in the story-telling area with our story spoons, sensory activities, quiet reading, independent writing, playing with the small world, construction, role play and dressing up etc.

Within this time, myself and the TAs will be pulling children for interventions. All children will have the chance to work with an adult. This could be additional phonics support, 1:1 Follow ups on work they found tricky in a lesson that day, work on individual targets, or even a stretch and challenge activity. Some children will be pulled daily in this time, but never for more than 15 minutes, so they will have plenty of time for Discovery Time! This is the perfect opportunity for them to get 1:1 time.

Handwriting sessions will also now take place within this time, which will be roughly 15 minutes, and every child will take part in this daily for 15 minutes.

This has always been highly effective. Children who struggled with confidence in the lesson or keeping up with the pace could consolidate their understanding in their own time, children learnt how to support each other, and their independence and resilience grew!

This is our timetable for Autumn 1. We continually review this to meet the children's needs and to adapt to any changes that may arise. Things are always subject to change, but this is a general overview of how the day runs!

Year 1 Timetable Autumn Term (1) 2026					
	Monday	Tuesday	Wednesday	Thursday (PPA PM)	Friday
8.45 - 9.00	Register / morning work				
9.00 - 9.20	Assembly - Worship	Phonics	Music (9-9.30)	Phonics	Assembly - Praise
9.20 - 9.40	Phonics	Guided Reading	Maths	Maths	Phonics
9.40 - 10.25	Maths	PE (9.45-10.30)			RE
10.25-10.30	Nursery Rhyme of the Week		Nursery Rhyme of the Week	Nursery Rhyme of the Week	Nursery Rhyme of the Week
10.30 - 10.45	Breaktime				
10.45 - 11.15	Guided Reading	Getting changed/ Exec Functioning Games	Guided Reading	Guided Reading	Science OR Maths (10.45-11.35)
11.15 - 11.55	Literacy	Literacy	Literacy	RE	Library Time (11.35-11.45)
11.55 - 13.00	Lunchtime and hand washing				
13.00-13.15	Relaxing time and register				
13.15 - 14.00	Dough Disco (13.15-13.30)	Dough Disco (13.15-13.30)	Foundation Skills Afternoon- Handwriting	(1-115 reflection time / planning time) Collective Worship (1.15-1.30)	Free Write
	Foundation Skills Afternoon- Handwriting	Foundation Skills Afternoon- Handwriting	Discovery Time	Art OR History (Alternate weeks) (1.30-2.30)	Foundation Skills Afternoon- Handwriting
14.00 - 3	Discovery Time	Discovery Time	Show and Tell	RSHE (2.30-3.05)	Discovery Time
15.00 - 15.15	Story	Story	Story		Story

Behaviour



In Year 1, we move away from the “shooting star system” that is used in EYFS, and move to the system used by the rest of the school- “Good to be Green”.

Each child starts the day on green, and they have the opportunity to move up to Gold for exceptional behaviour/effort/work/kindness.

If they are not behaving in line with our class rules, they will receive a verbal warning. They receive 3 verbal warnings, and if they continue to have issues they are given a “time out” to reflect on their behaviour. This usually involves just sitting to the side of the room for a few minutes, before having a chat with me about what has happened. If they continue to have problems, they would be sent to a member of SLT, and I would notify you of this. If problems persisted, they would then visit the headteacher, which I would notify you of. The children, of course, are given plenty of opportunities to end the day on green and we move on quickly from time outs. The chat involved in a time out serves to help the child identify how they may need to change their behaviour to make positive choices.

PLEASE NOTE: if I have any concerns about your child’s behaviour, I will communicate this with you immediately! Please do not worry if your child comes home saying they were on time out-most of the time this is just necessary for the child to have some calming time.

Rewards:

- If your child ends the day on Gold, they will be given a sticker.
 - House points- school-wide.
 - Merits- school wide.
 - Role of Honour- school wide.
 - Prayer Bear- across EYFS and KS1
- Class Marble Jar- when this is full, they will achieve the decided class reward (e.g. pyjama party)
 - Special Stickers
 - Prize Box
- Reading Royalty- whoever has impressed me the most with their reading across the week will become reading royalty- receive a certificate and wear our royal gown and crown for the next week.
- Positive Postcard- if a child is just continuously impressing me and making me proud and they deserve an extra note home!

Whole Class Interventions/Individual Support



Follow Ups- each day (either first thing or during Discovery Time) the children will be pulled to work on any "follow ups" from today or yesterday's lessons- this is a time where they can address any misconceptions.

Handwriting/Fine Motor- at least twice a week the whole class will work explicitly on fine motor skills through "Dough Disco" and there will be plenty of fine motor skill activities throughout the week. Every child will take part in Handwriting lessons 4 times a week. Those that need additional practice will have this either during Discovery Time or during the register.

Communication and Language- every week at the start of the year we will have Show and Tell, which provides an opportunity for children to work on their speaking and listening skills. We will also play lots of communication and listening games at the end of each day. A couple of years ago I introduced "Nursery Rhyme of the Week" across EYFS/KS1, where we focus on learning/revising a new nursery rhyme each week, which really supports children's language development.

Communication and Language- as a class, we will be learning Makaton. We will have a sign of the week, it will be incorporated into our learning such as learning the signs for the days of the week, and we will take part in fun activities at the end of each day such as learning to sign along to songs!

1:1 Support- as required. With class teacher, this will be during Discovery Time. This could be on anything the child is struggling with, or anything that the child needs to push themselves to the next level!

Small groups- I will pull children during Discovery Time to work on different areas of need.

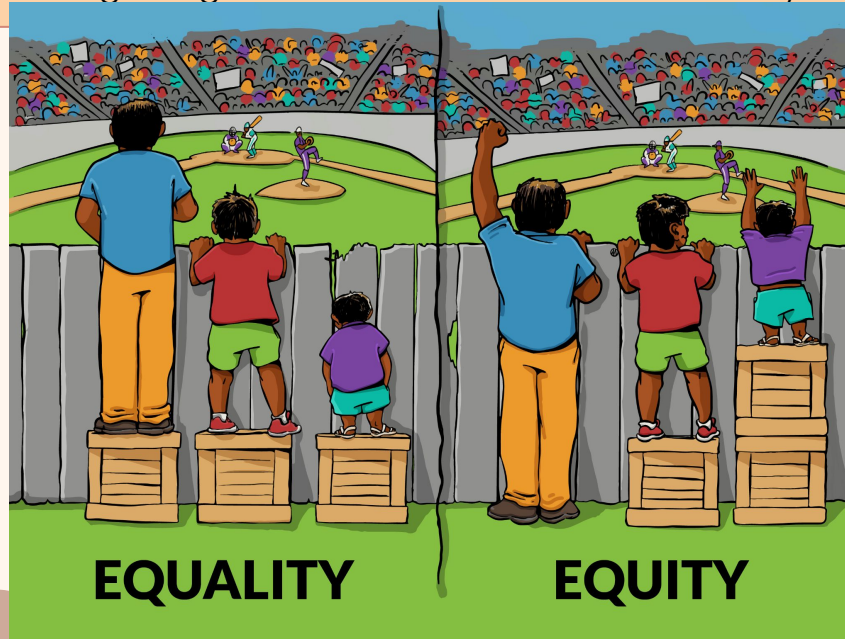
Little Wandle intervention- phonics intervention. Either small group or 1:1 daily intervention. I will inform you if your child is receiving this intervention.

It is really important to me to provide the children with as much support and intervention as possible in the early years, and the quicker we close any gaps or prevent any gaps from appearing, the better for the rest of their school career!

Support

As I mentioned earlier, sometimes a 5 year old's perception of a situation can be slightly flawed. Sometimes, some children may feel that they are not getting as much help, or not spending as much time with the teacher. All children will receive the support that they need. Sometimes, the biggest thing that a child needs to support their development is actually to be left to work alone to build their independence! This is something I try to explain to the children.

This image helps to explain it in the simplest way- my goal is to ensure that every child is able to reach their full potential, and the method of getting to this can look different for every single one of them.



Reading, Guided Reading and Reading Records



In Year 1, we continue to follow the Little Wandle format of Guided Reading, which runs on a 2 week schedule. Over a 2-week period, each child will read with an adult in their group 3 times. One session focusing on decoding, one on expression and one on comprehension skills. Each child has a reading record. There will be 2 comments written into the child's reading record across the 2 week period- one for the decoding session and one for the comprehension session.

The children are allocated books based on their phonics assessments, and will be assessed every half-term. Please do not panic if your child's label says "Reception" or if they have moved backwards since the Summer- I am continuously assessing them formally and informally!

The children will read a different book in their Guided Reading sessions to the book they are reading at home. I would encourage daily reading, and at least one comment must be written in the reading record each week.

Books will be changed on a Friday, however they must have their books in school every day so that we can do additional reading with the children at any opportunity.
If you do not write a comment in the reading record for that week, we will not give the child a new book.

The children will take home a library book, this is entirely their choice of book and is about reading for pleasure! They will also be changed on a Friday as this will be our library day. If they do not return their library book, they will not receive a new one.



Homework



First of all, I must stress that homework is intended to HELP, not cause stress! I appreciate that life gets chaotic at times, you are all very busy, and that children can be not so willing to work by the time they get home!

I would really encourage you to complete homework, as it takes the form of pre-teaching and aims to best prepare the children for the week ahead. However, please feel free to adapt the work to suit the needs of your child- whether that's completing less questions, or extending your child and creating challenges, or slightly adapting the task to focus more on your individual child's target.

Across all year groups, homework is not formally marked.

Homework is set on a Friday, and is due in by Wednesday. In an ideal world, homework would be completed by Monday to ensure the children are prepared for the lesson focuses the following week, but I appreciate that weekend's can be very busy!

The children will take home a homework book, but this can stay at home. Homework should be uploaded onto Google Classroom- take a photo of their work completed in their homework books and upload it onto Google Classroom as evidence of completion. This allows me to see how your child is managing. You may upload videos if you wish- this can be really helpful for the phonics/reading element, but is entirely optional!

If you have not used Google Classroom before- I have added some slides onto the end of this powerpoint which will be on the school website and it has instructions on how to use Google Classroom.

Homework

Year 1

Weekly:

- Weekly phonics sheet
- Weekly maths task/video (sometimes it is just to watch a video of a new concept, sometimes it will involve a set task)

Daily reading (please try to read daily, even for 5 minutes each day. You MUST log their reading at least ONCE each week in their reading record). You must read 3 times per week. If there is no comment in their record for that week, they will not change their book.

Optional challenge activities (Handwriting/Literacy based)

Half-Termly:

Each half term, there will be 1 writing task set. I will set this at the start of the half term, and you will have until the final week of that half term to complete it.

Little Wandle - Letters and Sounds Year 1 Phonics Home Learning

Phase 3 & 4 (review) / Phase 5 - Autumn 1 Week 1
Focus - Review Phase 3 phonemes



Please support your child to practise and reinforce the phonemes and graphemes we learning in school. More information and support can be found on the Little Wandle website <https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

Phonemes we will be focusing on this week in school -

ai	ee	igh	oa
oo	ar	or	ur
oo	ow	oi	ear

We will be reading and writing words. Can you see this week's focus phonemes?

tail	feel	right	road
food	bar	born	surf
down	join	near	soap

We will be reading and writing sentences. Can you spot any tricky words? Can you see the week's focus phonemes? Can you read these sentences fluently?

The toads feel so cool.

The boot on my right foot is too hard.

I can see foxes in the car lights.

We can go down to the town on the bus.

We will be practising tricky words. Can you spot the tricky part of the word?

no	go	so	my	by
to	into	out	the	

We will be spelling words. Can you write these words? Can you use the correct phonemes?

right	hard	took	hear
-------	------	------	------

100 Books to Read Before You Leave St B



3 years ago, I introduced a new initiative across the school to promote Reading for Pleasure.

In the school office area, there is a large display, showcasing the 100 books. The idea is that the children should strive to read all 100 books before they leave Year 6, and there are awards for reaching the milestones of: 25 books, 50 books, 75 books, and 100 books. The children will have a reading journey folder that will stay in school, and will follow them all the way through their school life. Last year I also introduced a whole school competition, where each half term we count up the total number of reviews that each class has completed and the winning class earns a reward such as a movie afternoon!

I will include more information on Google Classroom, but for each book the children read, they should complete a book review. These templates will be found in the office, in their classrooms, on Google Classroom and on the school website.

You can support your child in the challenge by:

- Talking to them about the challenge and encouraging them to read as many books as possible.
- Supporting them to complete the book reviews if they need help.
- Taking them to the local library or book shop to find some of the books on the list to read.

Any book reviews completed must be returned to their folder which is kept in school.

We are always very grateful for any donations of copies of these books, and we have an Amazon wishlist that I will share the link for on Google Classroom.

St B's 40 Rhymes to Grow Your Mind

This year, I am introducing a new initiative called "40 Rhymes to Grow Your Mind." This will run from Nursery-Year 1.

Every week, we will have a Nursery Rhyme of the Week, which we will sing each day in school. Every Monday, I will share with you the Nursery Rhyme of the Week on Google Classroom, so you can also join in with this at home too!

The list is the same for each class, with the idea being that they will have spent a whole week on each rhyme each year, so by the time they leave Year 1 they will be able to confidently recite 40 Nursery Rhymes.

There is so much research that highlights the importance of children learning Nursery Rhymes, and the impact this has on their learning, language development, academic progress and wellbeing.

"Early knowledge of nursery rhymes plays a considerable role in preparing the child for reading and spelling." (Bryant et al. 1989)

"When children physically participate in the actions in nursery rhymes, they practise their motor skills and hand-eye coordination." (Mullen, 2017)

"Experts in literacy and child development have discovered that if children know eight nursery rhymes by heart by the time they're four years old, they're usually among the best readers by the time they're eight." Mem Fox, Reading Magic

"The use of nursery rhymes with young children promotes positive attitudes toward language learning and helps children to build awareness of sound patterns of language." (IRA & NAEYC, 1998; NAEYC 2008).

WHY IS IT IMPORTANT TO LEARN NURSERY RHYMES?

Cognitive development - Repetition of rhymes and stories is good for the brain, teaching how language works and improving memory, concentration, spatial intelligence and thinking skills. Nursery rhymes are organised so that similar sounds jump out at you, which doesn't happen in everyday speech. Nursery rhymes help children's brains segment words into syllables, hear similarities between words that rhyme or start with the same sounds. When a child learns the order of verses or knows exactly when to shout a certain line, they're practising pattern recognition and sequencing - key skills for logical thinking and problem-solving later on.

Maths - Nursery rhymes are a great way to start familiarising with numbers. They're full of patterns, sequencing, numbers, and counting (forward and backward). They also discuss size, weight and other important math vocabularies.

Social and emotional - Nursery rhymes develop humour. As children develop at different rates, using nursery rhymes will support children's communication and language development at whatever stage they are at, for example, older children may be beginning to learn to rhyme, whereas younger children may still be at the stage of learning new words. Nursery rhymes are familiar and provide comfort and support to in uncomfortable situations.

Language and Literacy Skills - Nursery rhymes are important for language acquisition and help with speech development. They also help children develop auditory skills such as discriminating between sounds and developing the ear for the music of words. They are a great introduction to stories since many contain a beginning, middle, and end (sequencing). Nursery rhymes increase vocabulary (like the word "fetch" in Jack & Jill) and are a great, wonderful introduction to poetry. A rhyme's repetition can also help children become aware of the individual units of sound, known as phonemes, which make up words.

Physical - When actions are linked to words in the nursery rhyme, it helps boost motor skills and improves rhythm and movement. Music training (through playing and listening to music) before the age of seven has significant effect on parts of the brain related to planning and motor skills.



St Bernadette's

40 Rhymes

to Grow Your Mind!

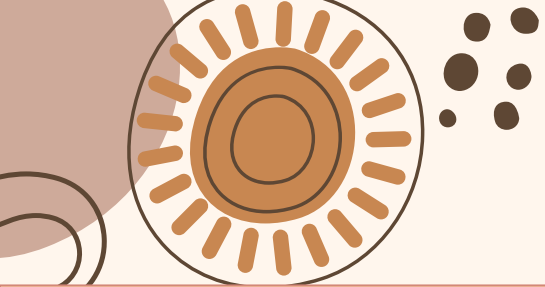
Every child will know these 40 nursery rhymes by the time they leave Year 1.

1. 1, 2, 3, 4, 5 Once I Caught a Fish Alive	21. Little Miss Muffet
2. A Sailor Went to Sea	22. London Bridge is Falling Down
3. Baa, Baa, Black Sheep	23. Doctor Foster Went to Gloucester
4. Down at the Station	24. Polly Put the Kettle on
5. Hey, Diddle, Diddle	25. This Old Man
6. Hickory Dickory Dock	26. One finger, one thumb, keep moving
7. Humpty Dumpty	27. I Can Sing a Rainbow
8. Incy Wincy Spider	28. It's Raining It's Pouring
9. Jack and Jill	29. Little Bo Peep
10. Mary, Mary, Quite Contrary	30. Little Jack Horner
11. Miss Polly Had a Dolly	31. Old King Cole
12. One, Two, Buckle My Shoe	32. Oranges and Lemons
13. Pat-a-Cake	33. Pop Goes the Weasel
14. Ring-a-Ring-a-Roses	34. See Saw Margery Daw
15. Round and Round the Garden	35. Three Blind Mice
16. Row Your Boat	36. This Old Man
17. The Grand Old Duke of York	37. Here We Go Round the Mulberry Bush
18. The Wheels on the Bus	38. Old McDonald
19. Twinkle, Twinkle Little Star	39. Mary Had a Little Lamb
20. Wind the Bobbin Up	40. I'm a Little Teapot

Read it. Sing it. Love it. Grow your mind!

How to Support at Home

- Complete all homework tasks (ideally by Monday)- please feel free to adapt the work to suit your child.
- Read daily
- Phonics flashcards
- Reading in the environment/using maths in daily life/ writing for a purpose
- Handwriting
- Spelling- Year 1 Common Exception Words
- Look on Google Classroom- I will upload some support documents
- Use any additional resources I send home
- Be positive about school!
- Work together with school- we are here to work as a team and we are all working towards the same goal- to make every single child the happiest they can be and to achieve their best.



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Google Classroom is very different to Tapestry, in the sense that it is not a form of communication for you to send messages to staff on.

Across the school, Google Classroom is used to post homework onto and any support resources and videos.

I will try to upload some pictures of some of the exciting things we get up to, as I know how lovely this part of Tapestry was!

However, if you have any questions or anything you would like to discuss, please let me know in person! I am more than happy to talk about quicker things at the door at drop offs/pick ups, and if it requires anything longer, just grab me at the door and we will schedule in a time to talk!

Google Classroom



Google Classroom will be used this year, in line with the rest of Key Stage 1 and Key Stage 2. Each child/parent has their own individual login for Google Classroom and the children have taken these home.

Email- 24FirstnameSurnameinitial@stbernadette.herts.sch.uk

E.g. 24JohnnyS@stbernadette.herts.sch.uk

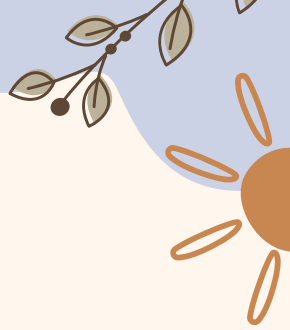
(First letter of first name, and the surname initial must be capital letters!)

Password- sunset33 (no capital letter)

I try to use Google Classroom like Tapestry and will post photos of any exciting activities we get up to, as I know how loved Tapestry is!

Show and Tell pictures can be uploaded onto Google Classroom. I will post an assignment each week entitled Show and Tell, and that is where you can upload your photos. **SHOW AND TELL RULES:** Show and Tell will be weekly for the first half term, then will reduce to fortnightly, then once a half term. In year 1, the children must **NOT** bring any toys in. Show and Tell should be focused on an achievement or a memory- for example if a child has received a swimming award, learnt to ride their bike, or they have been on holiday or a trip. I would recommend posting photos or videos onto Google Classroom, which the children can then show and talk about during this time, but if they want to bring in any physical items relating to this, they can.

Thank you all for
coming, and I am
looking forward to a
wonderful year,
working with you and
your lovely children!





Parent Fund Donations

I have lots of lovely activities planned for this year, however buying resources to make these activities possible can cost a lot of money, and in order to be able to run in a more EYFS- friendly way and provide enriching experiences, we do ask for contributions to the parent fund. This money will be spent directly on supporting your children's learning and will pay for activities such as:

- Ingredients to make "poo" for our Science poo investigation or ingredients to make sandwiches.
- Food/materials for a Science senses "Taste Investigation".
- Foods from around the UK for a Geography Tasting activity.

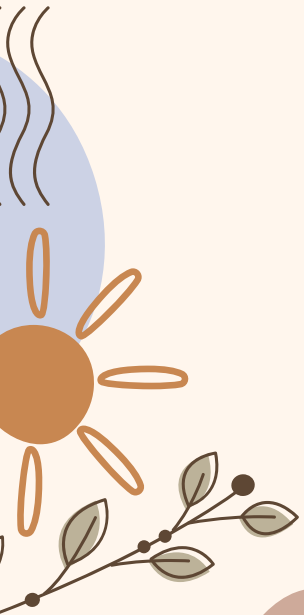
Contributions to this fund are really appreciated HOWEVER I recognise that times are tough and please do not feel pressured to contribute if you are not able to.

The donations are £1 a week- so for a 14 week term (September- Christmas), this would cost £14!

Additional Information:



This is additional information that we did not cover during the Meet the Teacher Meeting, but it is still useful and important! If you have any questions about any of the following slides, do not hesitate to ask me!



How to get onto Google Classroom?



Gmail Images



Sign in



Google Search

I'm Feeling Lucky

Go to classroom.google.com and click **Go to Classroom**.

Enter the email address for your Classroom account and click **Next**.

Enter your password and click **Next**.

If there is a welcome message, review it and click **Accept**.

If you're using an Google Workspace for Education account, click **I'm A Student** or **I'm A Teacher**.

Tip: Users with personal Google Accounts won't see this option.

Click **Get Started**.

Google Classroom

Year 1 22/23

J Howard



Decline

Join

Phonics, Phonics, Phonics!

Year 1 is the year of phonics!

In Reception, the children covered Phase 2, Phase 3 and Phase 4. In Year 1, they will recap these, and then move on to Phase 5.

Phase 5 involves a lot of alternative graphemes, and I will provide a lot of videos to support you with this on Google Classroom as I recognise that this may be very confusing for those of you that are new to Phase 5 phonics!

I will support you with phonics as much as you need, so please let me know if you have any problems. I would **STRONGLY** encourage you to support your child's phonics as much as possible. It is **VITAL** to their learning- it includes reading and writing and strong phonics skills enables them to showcase their learning in every subject, improves their independence, boosts their confidence and really makes school a lot easier for them if they are confident in phonics.

I provide a LOT of phonics support in school, but working at home makes a real difference.

PHONICS SCREENING TEST- JUNE 2027- What is this? This is a compulsory test that all Year 1 children across England take. I have provided more detailed information on the school website.

We aren't simply working towards a "test"- it's not about passing the test to me, but it's about ensuring we give our children the best chance to achieve their best.

Emotional Wellbeing

A big focus for me in my classroom is emotional wellbeing and my priority is building the children's resilience- this is something I will teach them from day 1.

I am using the Zones of Regulation in my classroom, so you may hear the children talking about these colours! (PLEASE NOTE THEY ARE NOT CONNECTED TO THE BEHAVIOUR SYSTEM, AND ALL FEELINGS AND ZONES ARE OK!)

My focus will be on teaching the children strategies to cope with their different feelings and being able to regulate their emotions so that they are ready to learn.

I am very focused on instilling confidence- nothing is too hard, you can do anything you put your mind to, just try your best and be confident in your abilities and know that we are all here to help!

You may hear "it's too hard!" "I don't know how to do it"- Year 1 is a big jump to the National Curriculum, but I can assure you that the children are individually supported to ensure that nothing is out of their reach, and many times the children may tell you this at home, but they are absolutely fine in school!





Autumn Term Planning

Phonics- Recap of Phase 3 and then beginning Year 1 Little Wandle Phase 5

Literacy- Fundamentals of writing, Applying phonics to writing, handwriting, capital letters, finger spaces and full stops, Labels, lists and captions,, Narrative with Predictable Phrasing, sentence writing. Some key books- Jack and the Beanstalk, Jasper's Beanstalk, Puffin Peter, Gruffalo Crumble

Maths- Maths No Problem programme- Number: place value, addition and subtraction within 10 and then within 20, writing numbers in words, number bonds, part-whole models.

Topic- History- Discovery History and the Story of the Past, The Gunpowder Plot,
Science- Seasonal Changes and Weather, Materials
PSHE/RSE- school values
PE- Fundamental PE skills
Art- Fundamental Art Skills

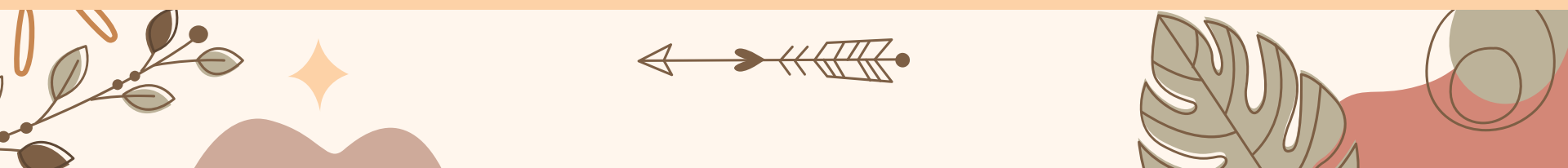


P.E.

P.E. lessons take place every Tuesday morning this term (and we will do some classroom-based/outdoor PE themed games throughout the week)
Please ensure the children have a full, **NAMED** PE kit in school. This will be taken home each half term to be washed.

Please do not send in shoes with laces- children should have plimsolls or velcro trainers.

If your child struggles with getting changed independently, please work on this at home.



School Trips



Autumn Term-Gunpowder Plot Workshop

During Autumn 2, we will have a drama company come in to spend an entire day with us, teaching us all about The Gunpowder Plot through drama! The children work together with a drama teacher to learn the story and re-tell it through drama. This is a great opportunity for the children to not only learn about one of our key history topics, but also to gain confidence and test out their acting skills!

Spring Term- Hudnall Park

In the Spring, we will visit Hudnall Park. This involved a range of activities, including map making, orienteering, and lots of physical fun in the great outdoors!

Summer Term- We're going to the zoo!

In the Summer term, we will be going on our main school trip of the Year, to Hertfordshire Zoo in Broxbourne. This is a really lovely trip, which the children really enjoy, and gives them the opportunity to see a range of animals that we will have learnt about in Science and Geography, and to see some dinosaurs too!

We want to let you know in advance as we appreciate that finances may be difficult this year, particularly for those of you that have several children in the school. Please let me, or the school office, know if you have any concerns.

Authorised Adult- Google Form



You all received an email from the school office with a Google Form to complete to inform us of any adults that are authorised to collect your child.

Please ensure you have filled this out. If an adult comes to collect your child and they are not on this list, I will not be able to dismiss them. If you feel that your child is likely to regularly go home with another child's family, if you are running later for example, add them to the list- you can have more than 4!

If your child is going to be going home with another child for a play date, please ensure you let me know. We are really trying to push for written permission this year- just a brief note that you can hand to me in the morning to let me know.

This is to ensure the safety of your child.

A teacher of little hearts.

I only get them for 6 hours a day, and only for 5 days of the week and normally only one year of their life. But I know them. I know so many little important things about my students. We spend our days learning and growing, making mistakes and trying again. So, I get to love them in their lightbulb moments and in their tricky moments, I get to hug them when they're having a sad day and celebrate them when they nail something new. I know about how they slept and what they ate for breakfast, what bus they catch home and their upcoming weekend plans. I know when they are feeling nervous about the dentist and hopeful about their birthday, if mum is away for work and when their baby brother climbed into their bed last night. Our time together is so much more than education, it's about connection and safety, across the room winks and inside jokes, sidled up with you-got-this squeezes and a relationship they can count on. It's precious and important and impactful. Both for me and for them. Our days start with a high 5 and end with a hug, but each afternoon I go home with a little piece of them. A pocket full of their favourite rocks and hands full of their hard work. Stories from their days dancing around my head and a book about their favourite insect rolling around my bag. I only get them for 6 hours a day, only 5 days a week and normally only one year of their life, but I know them, and boy what a privilege. They'll forever have me in their corner, they'll forever be in my heart. A teacher never forgets.

The life of a teacher of little hearts.