



**Welcome to Year 1**  
**2026-2027**

# Our Year 1 Staff Team



| Role               | Staff Member Name  |
|--------------------|--------------------|
| Team Larch Teacher | Almaz Ennis-Morris |
| Team Oak Teacher   | Jane Buckett       |
| Teaching Assistant | Beth Wozniak       |
| Teaching Assistant | Bisma Khan         |
| Teaching Assistant | Lara Ibrahim       |



# Start and End of Day Procedures

8.30-8.45 - Enter via your child's Year 1 classroom door

3.00 - Dismissal via your child's Year 1 classroom door

- Please ensure you are closely supervising your child at all times.
- Please ensure that your child does not ride their bike or scooter anywhere on the school site.
- Please report anything suspicious or concerning to a member of staff immediately.

# Weekly Routines



- **PE Day:** Wednesday – please ensure your child comes to school in their full PE kit. *Refer to school uniform requirements on website.*
- **Library:** Thursday- please ensure your child brings their library book each Friday so they can borrow a new one.
- **Reading Day:** Please refer to your child's yellow reading log for their reading day. Children will need their books in school on this day.

# A Typical Day in Year 1



|               |  |                                                   |
|---------------|--|---------------------------------------------------|
| 08:30 – 09:00 |  | Early morning work and registration               |
| 09.00 – 9.15  |  | Phonics                                           |
| 9.15 – 9.20   |  | Wake Up Shake Up (Autumn Term)                    |
| 9.20 – 10.15  |  | English                                           |
| 10:15 – 10:30 |  | Break time                                        |
| 10:30 – 10:50 |  | Collective worship                                |
| 11:00 – 12.00 |  | Maths                                             |
| 12:00 – 13:00 |  | Lunchtime break                                   |
| 13:00 – 15:00 |  | Foundation subjects, guided reading and dismissal |

# What We Are Learning This Year



## Year 1 Hillcross Primary Curriculum Overview (2026-2027)

| Subject   | Autumn 1                                                                                                                                                                                  | Autumn 2                                                                                                                                                   | Spring 1                                                                                                              | Spring 2                                                                                                                                                                                                               | Summer 1                                                                                                                                                                                       | Summer 2                                                                                                                                                                                  |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| English   | <b>Narrative:</b> Traditional Tale (The Enormous Turnip)<br><b>Writing Outcome:</b> Children will learn 'The Enormous Turnip' and then write their own version with an alternative ending | <b>Narrative:</b> Little Beauty<br><b>Writing Outcome:</b> Alternate Ending<br><b>Non-Fiction:</b> Information<br><b>Writing Outcome:</b> An Animal Report | <b>Non-Fiction:</b> Recount<br><b>Writing Outcome:</b> Children to write a diary entry about the Great Fire of London | <b>Narrative:</b> Katie in London<br><b>Writing Outcome:</b> Setting description of London<br><b>Non-Fiction:</b> Recount<br><b>Writing Outcome:</b> After visiting London, children to write a recount of their visit | <b>Narrative:</b> Traditional Tale<br><b>Writing Outcome:</b> Alternative ending to Jack and the Beanstalk<br><b>Non-Fiction:</b> Explanation<br><b>Writing Outcome:</b> Life cycle of a plant | <b>Narrative:</b> Little Match Girl<br><b>Writing Outcome:</b> Write their own version of the story<br><b>Picture Book Focus</b><br>Children will create writing based upon a Picture Boo |
|           | <b>Structured Poetry:</b> List Poem – The Sound Collector by Roger McCough                                                                                                                |                                                                                                                                                            | <b>Published Poet:</b> The Great Fire of London by Paul Perro                                                         |                                                                                                                                                                                                                        | <b>Free Verse:</b> Acrostic Poetry linked to nature                                                                                                                                            |                                                                                                                                                                                           |
| Maths     | Recap of Early Years Skills<br><br>Comparison of Quantities and Measures<br><br>Whole and Parts                                                                                           | Composition of Numbers 0 to 10<br><br>Additive Structures                                                                                                  | Additive Structures<br><br>Properties of Shape                                                                        | Addition and Subtraction<br><br>Composition of Numbers 11 to 19                                                                                                                                                        | Mass and Volume<br><br>Fractions<br><br>Time                                                                                                                                                   | Money<br><br>Position and Direction                                                                                                                                                       |
| Science   | <b>Everyday Materials:</b> identifying materials and recognising their sources and properties                                                                                             | <b>Human Senses:</b> naming body parts and learning about the five senses                                                                                  | <b>Seasonal Changes:</b> seasons, seasonal changes and typical seasonal weather and events                            |                                                                                                                                                                                                                        | <b>Plant Parts:</b> identifying and describing the basic parts of plants and observing how they change over time                                                                               | <b>Animal Parts:</b> describing the structures and diets of different animal groups                                                                                                       |
| History   | <b>Childhood:</b> everyday life and families today compared to childhood in the 1950s                                                                                                     |                                                                                                                                                            |                                                                                                                       | <b>The Great Fire of London:</b> what London was like in the 1600s and why the fire spread so quickly                                                                                                                  | <b>Schools Then, Schools Now:</b> comparing schools in victorian times to schools today                                                                                                        |                                                                                                                                                                                           |
| Geography | <b>Our Wonderful World:</b> physical and human features, maps, cardinal compass points, and positional and directional language                                                           |                                                                                                                                                            | <b>Bright Lights, Big City:</b> physical and human characteristics of the United Kingdom and London                   |                                                                                                                                                                                                                        | <b>Our Wonderful World:</b> Countries and capitals in the United Kingdom, settlements, aerial photographs                                                                                      |                                                                                                                                                                                           |

# What We Are Learning This Year



## Year 1 Hillcross Primary Curriculum Overview (2026-2027)

|                              |                                                                                                                                                                                                                    |                                                                                                                                                        |                                                                                                        |                                                                                                                              |                                                                                                                                   |                                                                                                                                   |
|------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| <b>Religious Education</b>   | <b>Festivals:</b> how and why people celebrate different festivals                                                                                                                                                 | <b>Belonging:</b> how religious people show they belong to a community                                                                                 | <b>The Christian Bible:</b> understanding why the bible is important to Christians                     | <b>Islam:</b> understanding what muslims believe and the values of Islam                                                     | <b>Creation:</b> what the Bible tells us about the creation of the world                                                          | <b>The Church:</b> the features of a church and why churches are important to Christians                                          |
| <b>Physical Education</b>    | <b>Fundamental Movement Skills</b><br><br>Games                                                                                                                                                                    | <b>Fundamental Movement Skills</b><br><br>Games                                                                                                        | <b>Fundamental Movement Skills</b><br><br>Games                                                        | <b>Fundamental Movement Skills</b><br><br>Athletics                                                                          | <b>Fundamental Movement Skills</b><br><br>Athletics                                                                               | <b>Fundamental Movement Skills</b><br><br>Outdoor Adventurous Activities                                                          |
| <b>Design and Technology</b> |                                                                                                                                                                                                                    | <b>Shade and Shelter:</b> the purpose of shelters and their materials                                                                                  |                                                                                                        | <b>Taxi:</b> wheels, axles and chassis and how they work together to make a vehicle move                                     |                                                                                                                                   | <b>Chop, Slice and Mash:</b> sources of food and food preparation techniques                                                      |
| <b>Art and Design</b>        | <b>Mixing Colours:</b> colour theory and exploring primary and secondary colours<br><br><b>Funny Faces and Fabulous Features:</b> concept of portrait and how the collage technique can be used to make a portrait |                                                                                                                                                        | <b>Rain and Sunrays:</b> collagraph printing and developing a motif to make single and repeated prints |                                                                                                                              | <b>Street Views:</b> artwork depicting streets and buildings and focusing on the work of pop artist, James Rizzi                  |                                                                                                                                   |
| <b>PSHE</b>                  | <b>Making Friends:</b> Playing and Learning Together                                                                                                                                                               | <b>Mental Health and Wellbeing</b>                                                                                                                     | <b>Celebrating, Me, You and our Families</b>                                                           | <b>Safety at Home</b>                                                                                                        | <b>Being Healthy</b>                                                                                                              | <b>Showing Kindness to Ourselves and Others</b>                                                                                   |
| <b>Music</b>                 | <b>Off We Go:</b> singing melodies, playing chime bars, following the beat to music using movement and untuned percussion                                                                                          | <b>Opposites:</b> recognising and responding to contrast in music using vocabulary of dynamic and temp, knowing the difference between beat and rhythm | <b>Moving Along:</b> demonstrate the beat by performing movement to music                              | <b>Keep on Track:</b> introducing rhythm syllables, 'ta' and 'te-te' and begin to recognise these in songs, chants and music | <b>Birds and Beasts:</b> instruments of the orchestra and their families, understand how sounds are made on different instruments | <b>Musical Ladders:</b> introduce glockenspiels and how they compare to chime bars, improvise and compose short rhythmic patterns |

# Supporting Learning at Home



- **Daily Reading:** We expect children to read for at least 10 minutes every night. Please sign their reading records daily to indicate what they have read. However, encourage them to read and for family members to read to/with them as often as possible.
- **Comprehension:** Weekly comprehension text.
- **Maths Fluency:** Weekly home learning task linked to the previous weeks learning.
- **Spellings:** New spelling lists/rules will be shared weekly to practice at home.

Home Learning is **set on a Friday afternoon via Google Classroom** and must be **‘turned’ in by the following Wednesday by 8:00am**. *Please refer to school website for information on how to use google classroom.*

We also encourage regular use of **Knowledge Organisers** (see next page).

# Knowledge Organisers



Knowledge Organisers will be uploaded onto Google Classroom at the start of each term. They will help both you and your child to understand exactly what your child will be learning about and to know what terminology you could use when discussing their learning at home. Your child can use the Knowledge Organiser to reinforce key knowledge and vocabulary linked to their current topics.

## Childhood

We can learn a lot about the past by finding out what it was like to be a child years ago and comparing that with what it is like today.

### Artefacts

An artefact is an object from the past. Museums often display historical artefacts. Artefacts can tell us about how people used to live. Everyday objects like baby bottles, clothing, toys and books can tell us about childhood in the past.



## Stages of human life

There are six stages of human life.



At each stage, people have different needs, responsibilities and lifestyles.

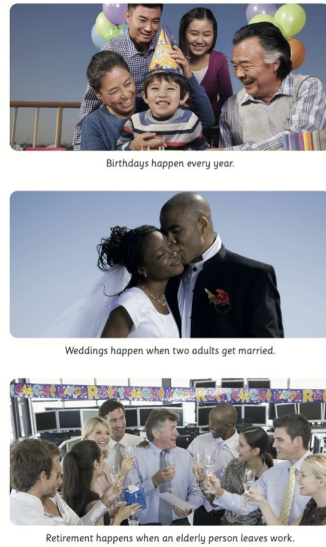
## Family tree

A family tree is a diagram that shows someone's family. The oldest family members are at the top of the tree and the youngest are at the bottom. Every family tree looks different because no two families are the same.



## Important life events

Important life events include birthdays, religious festivals or family celebrations. Some life events happen every year and some happen at certain stages of human life.



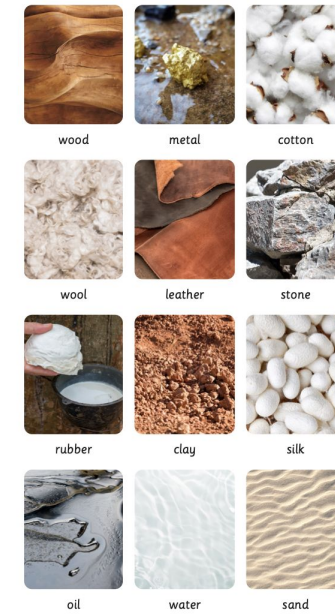
## Everyday Materials

Materials are what objects are made from. Examples of materials include glass, wood, fabric, plastic, stone and metal. Materials are all around us, such as in the home, garden, school and park. They are important because we use materials to make the objects we use every day.



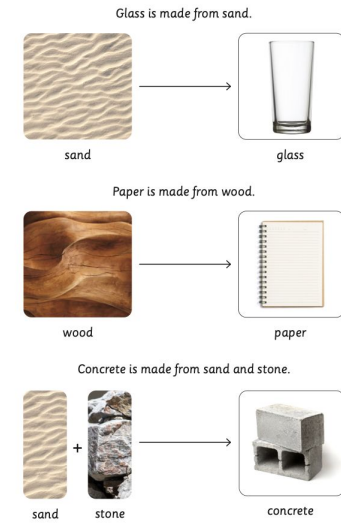
## Natural materials

Natural materials come from the world around us, such as the ground, plants and animals.



## Human-made materials

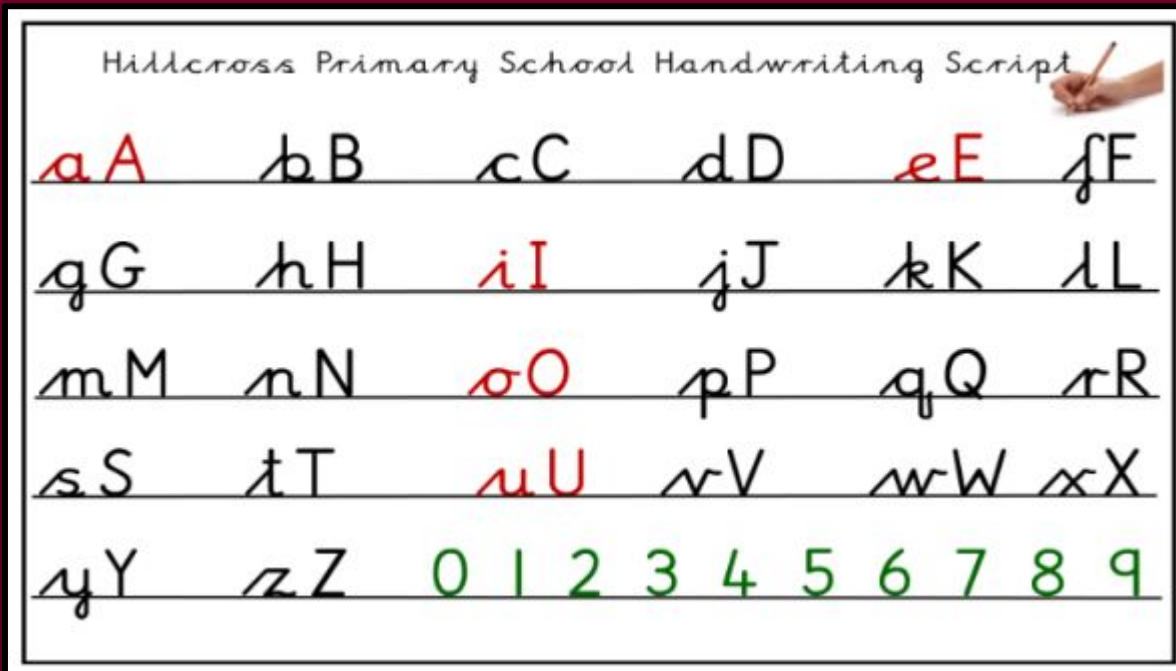
Human-made materials are new materials people make from natural materials. Examples of human-made materials include glass, paper, plastic, brick, metal alloys, synthetic fabric, ceramic and concrete. Human-made materials look and feel different to the natural materials they are made from and can be used to make a range of objects.



# Supporting Learning at Home



**Handwriting and Spelling:** Please also support your child by practising their cursive script handwriting and spelling words each week.



## Year 1 Spelling Words

|           |          |          |          |
|-----------|----------|----------|----------|
| the       | has      | by       | put      |
| a         | I        | my       | push     |
| do        | you      | here     | pull     |
| to        | your     | there    | full     |
| today     | they     | where    | house    |
| of        | be       | love     | our      |
| said      | he       | come     | once     |
| says      | me       | some     | ask      |
| are       | she      | one      | friend   |
| were      | we       | go       | school   |
| was       | no       | so       | his      |
| is        | has      | Monday   | Tuesday  |
| Wednesday | Thursday | Friday   | Saturday |
| Sunday    | two      | three    | four     |
| five      | six      | seven    | eight    |
| nine      | ten      | eleven   | twelve   |
| thirteen  | fourteen | fifteen  | sixteen  |
| seventeen | eighteen | nineteen | twenty   |

# Pledges

Please support your child in completing their reading and number pledge at home.





### The Hillcross Reading Pledge

Reading is *power*. We read today for a *powerful* tomorrow.



As a school, **we pledge** to share a 'Class Reader' with you every day for 10 minutes.  
This could be a narrative, non-fiction or poem.

In return, **you pledge** to read at home for a minimum of 10 minutes every day  
(we encourage you to read for longer whenever you can).

**By following this pledge,**  
**you will read over 140,000 words every year!**  
This will not only help you improve as a reader but as a learner.



### The Hillcross Number Pledge

With mathematics, there is nothing you cannot do. Everything around you is mathematics. *Everything around you is numbers.*



As a school, we **pledge** to devote 10 minutes every day to practise our number facts in order to improve our understanding of numbers and become fluent mathematicians.

In return, **you pledge** to practise your number facts at home, every day, for a minimum of 10 minutes.

This fluency practice can be: subitising, counting, doubling, halving, adding and subtracting using varied representations.

# Behaviour

Our school charter/code of behaviour is based on our school values, the 17 Habits of Mind, The UN Convention on the Rights of the Child (UNCRC) and the views of our school community.



Hillcross Primary School  
School Charter/Code of Behaviour

1. We ALL have the RIGHT to learn  
and it is our responsibility to behave in a way that allows others to do so too.
2. We ALL have the RIGHT to be respected  
and it is our responsibility to treat everyone fairly and with compassion.
3. We ALL have the RIGHT to feel safe  
and it is our responsibility to make sure our actions keep ourselves and others safe.



2  
NO DISCRIMINATION



3  
BEST INTERESTS OF THE CHILD



12  
RESPECT FOR CHILDREN'S VIEWS



19  
PROTECTION FROM VIOLENCE



28  
ACCESS TO EDUCATION



# Assessment

Children in Year 1 will complete the phonics screening check in the second half of the Summer term.

The purpose of the phonics screening check is to confirm that all children have learned phonic decoding to an age appropriate standard. The phonics screening check contains 40 words which are a mixture of real words and pseudo-words.

Pseudo-words are words that are phonically decodable but are not actual words with an associated meaning. They are included in the check specifically to assess whether your child can decode a word using their phonics skills.

The pass mark last year was 31 out of 40.

grusp



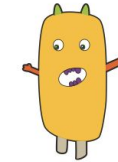
gloast



splace



scrant



low

clean

dirt

theme

# Educational Visits and Workshops



Autumn Term | Drama workshop- the approximate cost of these opportunities will be £6 per child.

Spring Term | Visit to London for open top bus tour and visit to Baitul Futuh Mosque. Costings to follow at the end of the Autumn term.

Summer Term | Visit to Rural Life Living Museum. Costings to follow at the end of the Spring term.

*Please note these are approximate costings and curriculum enhancements can only take place if families make voluntary contributions to cover their cost.*

# Online Safety



At Hillcross, we stay safe online by following our 5 Internet Safety Pillars:

**Sharp** **Alert** **Secure** **Kind**

Smart sharing,  
not oversharing.

Knowing what's real  
and what's fake.

Keeping your  
information safe.

Respecting  
others.

**Brave**

Speak up- report it!

As responsible digital citizens, we recognise and understand the 4 C's:

## CONTENT

What you see.

I know that age-appropriate content will keep me safe and happy online. I also know that some information can be edited or fake!

Not everything I see or hear is appropriate and this can make me feel worried, anxious or frightened.

## CONTACT

Who you talk to.

A true friend or trusted adult will **NEVER**:

- Ask for personal details.
- Ask for photos or videos of yourself.
- Ask to meet up in secret.
- Tell you to keep secrets from friends or family.

Not everyone we meet and talk to online are trusted or reliable people.

## CONDUCT

The way you behave.

I know it is important to behave in a respectful way online. I know the things I do or say will affect how someone feels about me. I know I have to keep all my personal information private to keep me safe. If I wouldn't say it face-to-face, I shouldn't say it online.

Did you know that everything you put online stays online forever! This is your digital footprint.

## COMMERCE

Buying and selling or gambling.

Commerce is a form of shopping and gambling and this can be very addictive when I play online games. Addictive behaviours can be harmful both physically and mentally and can affect the way I behave. I know I should always check with an adult.

I will always tell a trusted adult if I am ever worried or concerned about something I have seen or done online.

**All children from Nursery - Year 6 use this to sign an Acceptable Use Policy Agreement.**

If you have any questions, please initially refer to our [Be Connected](#) parent guide and the **school website**.

If you cannot find the information you are looking in these two places, please **email** [info@hillcross.merton.sch.uk](mailto:info@hillcross.merton.sch.uk).

**The Year 1 team are looking forward to working with you and your children this year.**