

At West Lodge each child finds the spark within them. The light continues to grow, igniting the spark in others -creating ripples throughout the world. It all starts with understanding and acceptance....



Welcome to Year 1 Curriculum Evening

Year 1 Staff



- **Pink Class** – Miss Kerl
- **Orange Class** – Miss Khan
- **Blue Class** – Miss Miles and Miss Patel
- **Year Group Leader** – Miss Patel
- **KS1 Phase Leader** – Miss Patel
- **Assistant Headteacher of Lower School** – Mrs Cooper
- **KS1 Inclusion Leader** – Mrs Richmond

Adults in the Year Group



- Mrs Minchin
- Mrs Mitchell
- Mrs Bovington
- Mrs Manukonda
- Mrs Islami
- Mrs Shah
- Miss Ramanan
- Miss James
- Mrs Kelshiker
- Mrs Richmond
- Mr Irwin
- Miss Wilkinson

Different adults might work with different children at different times to support or challenge them with their learning.

SEND Team



What is the SEND Team?

Members of staff whose role is to support children and their families with SEND (Special Education Needs or Disabilities).

Who are the SEND Team?

Mrs Haines: SENDco

Mrs Richmond: KS1 Inclusion Leader

Mrs Zara: KS2 Inclusion Leader

Mrs Kinsella: Pastoral and Safeguarding Lead

Ms Stander and Mrs Duggan: Kaleidoscope Leaders

If you have any SEND related concerns about your child, please speak to your child's class teacher and they might recommend you get in touch with a member of the SEND team by emailing them at send@westlodge.harrow.sch.uk.

General Update



- Soft start between 8.40- 8.50am
- Ensure all uniform is labelled
- Please don't put water bottles in bookbags
- Bookbag books get changed twice a week/Basket books as often as the child wants to
- Birthdays – healthy school, think sustainably (book or game for the class)
- We don't regularly put up photos of your child on Seesaw or send out a weekly message to parents in KS1/KS2 – more a platform for homework and sending messages
- Clubs – ensure your child knows they are going to a club and if it is after school ensure they have a snack. For any queries about the clubs please speak to the club leader or the office

School Bags



- A reminder that we do not have the space to accommodate large bags and rucksacks in school, children should not be bringing such bags into school. Pupils are only permitted to bring one of the following types of bags into school:
- the school book bag
- the small school backpack (dimensions 14"x10.5") or
- a school drawstring bag
- This decision has been made due to the increasing number of large backpacks being brought to school, which we have found challenging to accommodate within our available storage facilities. This has led to a number of the doors in our storage cupboards being damaged and in need of replacement. It is costly to replace these doors and we would prefer to spend this money on resources to support the learning of all pupils.
- All bags are available from Kevins uniform shop in Pinner. For your reference, we have included images of the approved bags. We kindly ask you to ensure that your child is equipped with one of these bags prior to starting in September.



Expectations at West Lodge



Whole school focus on encouraging positive behaviour:

- Ready, Respectful, Safe
- Positive Recognition Board
- Relaxed Vigilance – in it together!
- Soft Start and Meet and Greet

We are a Rights Respecting School



- As a whole school we have created a Charter to reflect the rights of all children and adults, and the responsibilities that come with these.

Charter	
Ready - Start on time, with the correct uniform and correct equipment. - Keep all spaces tidy and use equipment sensibly. - Challenge ourselves and work hard with focus and concentration. - Walk around the school quietly and sensibly (show fantastic walking).	Articles 28 & 29 - We all have the right to learn and become the best we can be.
Respectful - Follow instructions when requested. - Respect and listen to each other's point of view. - Be polite and use good manners. - Look after each other, the building, displays and equipment. - Include others, take turns & contribute ideas. - Respect other beliefs, cultures and languages.	Articles 12 & 13 - We all have the right to share our ideas. Articles 14 & 30 - We all have the right to our own beliefs. Article 23 – we all have the right to have our needs met Article 15 - We all have the right to spend time with friends.
Safe - Keep hands, feet, objects and personal comments to yourself. - Be in the right place at the right time. - Follow the rules when using internet and electronic equipment both in and out of school. - Report any problems to an adult.	Article 31 – We all have the right to relax and play Article 19 - We all have the right to be safe.

A photograph of a classroom bulletin board titled "CLASS CHARTER" on a green background. The chart features various animal cutouts with names written on them: a lion labeled "Respectful", a rhinoceros labeled "Reliable", a zebra labeled "Waiting and speaking one at a time", a rabbit labeled "I can help", a dog labeled "Super listening", a cat labeled "I can help", a pig labeled "Safe", a bear labeled "Kind words", a fox labeled "I can help", a squirrel labeled "Excuses are made", a mouse labeled "Kind words", a bird labeled "I can help", and a turtle labeled "Kind words". There are also several small cards with numbers and symbols scattered around the animals.

[illegible]

Bee Values



These are the core values of our school. We focus on one of these values each half term.

This half term we are focusing on
‘Be United’

Growth Mindset



A growth mind set is the idea that we believe the brain is a muscle and strengthens the more we use it.

We encourage children to:

- Challenge themselves
- Become independent learners
- Not to be afraid to make mistakes
- To persevere when it gets tough
- You can help by praising effort rather than achievement

PSHE



All about how the
brain works



Personal Relationships



Everyone is welcome
and everyone in
included

Transition Phase



- Reception: Small group activities and learning through play
- Year 1 and rest of the school: More directed learning and whole class learning
- Whole class teaching and learning – all children working together on the same differentiated activity
- Playground – children play on the main playground with other year groups

Curriculum



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Topic	Improving Play Around School & Local Area		Homes in the Past		Significant People Study - Kings & Queens	
Literacy Links Text Genres/task	Simple sentences about the games we like to play (non-fiction) Recount of our trip (fiction) Fireworks poems (poetry)	Lost in the Toy Museum - David Lucas (fiction) The Enormous Turnip (fiction) Christmas poems (poetry)	Letter Writing (non-chronological report) (non-fiction) Report Writing (non-chronological report) (non-fiction)	Goldilocks and the three bears (fiction) Julia Donaldson Author Study (fiction)	Little Red Riding Hood (fiction)	Instructional writing (non-fiction) Letter Writing (non-fiction)
Science	Seasonal Changes	Animals including humans - all about me	Materials	Materials	Plants	Animals including humans - all about animals
History		Toys		Homes in the past		Significant People Study - Kings & Queens
Geography	Our Local Area		Barnaby Bear travels the UK/Weather		Barnaby Bear around the world/Mapping Skills	
RE	What is Important to you?	What common themes bring us together? Why do Christians celebrate Christmas?	What do Christians and Jews believe about creation?	How do I know I'm being good?	How do religions welcome new members?	How do Holy books teach religious people about being close to God?
Music	Music Express Ourselves	Music Express Animals	Music Express Machines	Music Express Our School	Music Express Storyline	Music Express Travel
PE	Team building Ball skills	Dance Fundamentals	Fitness Gymnastics	Sending and Receiving Target Games	Striking, Fielding Invading	Net and Wall Athletics
DT		Freestanding structures		Sliders and Levers (Moving pictures)		Preparing fruits and vegetables - Design a healthy picnic.
Art	Drawing - nature		Painting		Craft (Collage/Printmaking/Textiles)	
Computing	Online Safety	Espresso - coding on the move	Animated stories	Espresso Coding Simple inputs	Lego builders/Tech outside	Grouping and sorting Pictograms
PSHE/MindUp	Jigsaw - Being Me in My World Mind Up - The Brain & Mindful Awareness	Jigsaw - Celebrating Difference Mind Up - Mindful listening & seeing	Jigsaw - Dreams and Goals Mind Up - Mindful smelling & tasting Mind Up - Mindful balancing & moving	Jigsaw - Healthy Me Mind Up - Perspective and choosing optimism Savouring happy experiences	Jigsaw - Relationships	Jigsaw - Changing me

Overview of the Year 1 Curriculum, available on the school website.

Termly Curriculum Overview



Year 1 Curriculum Map 2025-2026

English

Writing: The children will be practising their speaking and listening skills through role play, shared news and talk for writing. We will also be continuing to widen the children's use of rich vocabulary. We will continue to develop the children's formation of letters.

Grammar, Punctuation and Spelling: We will be focusing on ensuring children are using finger spaces, punctuating sentences and structuring simple sentences. Spelling will be taught through our Read, Write Inc Programme.

Key Texts: 'Where's My Bear?' by Jez Alborough, 'Oi Frog' by Kes Gray and 'Lost in the Toy Museum' by David Lucas

We will also continue to teach phonics, reading and writing skills through the Read, Write, Inc Programme.

Autumn Term



Maths

This term in Maths, the children will be focusing on reading and writing numbers from 1—20 in numerals, as well as identifying the place value of numbers. They will learn about identifying one more or one less than any number up to 20. The children will be focusing on adding and subtracting using part whole models. They will spend time developing their understanding of number bonds from 1—5.

The children will also focus on fractions and look at equal parts and halving. The children will have the opportunity to sort 2D and 3D shapes, as well as developing their knowledge of the names of different shapes. This term, pupils will be working on their data handling skills. They will have the opportunity to compare and measure length and weight.

Art & Design

This term in Art, we will be focusing on 'drawing nature'. The children will experiment with different types of lines, tone and shade in their work whilst using a sketching pencil. They will also use their observational skills to draw from nature.

Computing

This term in Computing, we will be learning how to log on to Purple Mash safely. The children will learn about some of the tools they can use on the website. They will also be creating their own avatar and learn how to save their work on Purple Mash.

Design & Technology

This term in Design & Technology, we will focus on playground equipment. The children will design and make creative playground apparatus, considering different techniques that could be used to enable the equipment to be fit for purpose.

Geography

This term in Geography, we will be exploring our local environment. The children will create maps of the school grounds and the local area. They will spend time recognising local landmarks and basic physical features of the area they live within.

History

This term in History, the children will explore the similarities and differences between old and new toys. They will sequence toys and explain why toys belong to a particular era. We will compare toys we play with nowadays with toys from the past.

Languages

Not Applicable

Music

This term in Music, we will be focusing on music that links with the theme 'Ourselves'. Within this unit, the children will be exploring different mixtures of sounds, beats and rhythm.

PE & Sport

This term in PE, we will be focusing on ball skills and fundamentals during outdoor sessions. During our indoor sessions, the children will be focusing on working and co-operating as a team, and developing their dance skills.

PSHE

This term in PSHE, we will be looking at the themes, Celebrating Difference and Being me in the World. We will also be continuing to develop our understanding of how our brain works, through our MindUp lessons.

Religious Education

This term in RE, we will be focusing on what is important to people who follow the religions of Islam, Christianity and Sanatana Dharma. We will also be looking at why Christians celebrate Christmas.

Science

This term in Science, we will be focusing on seasonal changes. We will explore the different seasons and carry out an investigation on rainfall. We will also explore our topic of Animals including Humans, and the children will learn about the different diets animals have.

Trips & Workshops

Trip to Cassiobury Park— 7th October

Trips and Workshop



Autumn term

- Cassiobury Park – 7th October
- Toy Maker's workshop – 14th November

Spring/Summer term

- Goldilocks workshop
- Bracknell Discovery Centre

Knowledge Organisers



Knowledge Organiser **Year 1- Autumn 1: Our School & Our Local Area**

Key Vocabulary	
Word	Meaning
Local area	The area around where you live
Map	The drawing of an area shown from above
Observe	To watch and look at something carefully
Aerial view (bird's eye view)	What somewhere would look like from above, looking down
Fieldwork	Using maps to go out and about to get an understanding of something
Symbol	A picture that represents a word or group of words
Key	A key explains the symbols on a map
Human feature	A feature that has been made by humans
Physical feature	A feature that is natural

Map Symbols

To make it easier, maps use symbols instead of words to help you find things quickly. Here are some examples:

Aerial photograph
A photograph taken from above looking down.

Aerial Plan
A drawing of what a place looks like from above.

Ignite • Grow • Inspire

Knowledge Organiser **Year 1- Autumn 1: Our School & Our Local Area**

Maps

- A view from above a place
- Sometimes have a key with symbols
- Helps us to understand the distance between places
- Helps us to create a route

Our school is called West Lodge and our local area is Pinner.

Human Feature

Physical Feature

Extending your learning:

1. Go on a walk and explore your local area
2. Look at our local area on google maps using a computer, tablet or phone
3. Can you find any maps in your home or out in your local area?

Ignite • Grow • Inspire

- These will be uploaded onto Seesaw at the beginning of each new topic.
- Please encourage your child to look at their knowledge organiser each week to really help their learning to stick!
- A great resource to support your conversations at home about learning.

Read, Write, Inc



- RWI sessions carry on from Reception.
- Children are grouped according to their reading attainment and they are assessed each half term.
- Children will be learning to read Set 1, 2 and 3 Sounds.
- RWI lessons take place four times a week and children will complete reading and writing activities based on a focus book.
- Children read these Read, Write Inc books three times a week in school with an adult.
- Children will also read with an adult when they are not in Forest School.

Reading at Home



- Reading should be an enjoyable shared experience!
- It is as important for children to be read to as it is for them to read themselves!
- Look at the suggested reading list for ideas (on the website – [link](#))

Reading on the Go!

Did you know...

If a child reads for 20 minutes a day,
they are exposed to about 1.8 million
words in a year?

Reading at Home



RWI Book Bag Books

- RWI Book Bag Books are engaging texts to support children with additional reading practice outside the classroom.
- They have been specifically designed for children to take home, in order to share their reading journey and celebrate their achievements with parents and carers.
- These books are phonically decodable books matched to the sounds the children are learning in the classroom.
- Your child may get the same book again, if they do, please encourage them to reread it to develop their pace and expression

Basket Books

- Encourage your child to read these more than once to build their fluency. The children can change these as often as they want.

Library Books

- Changed once a week
- Children select the books themselves

Reading Diaries



- Please can you write in the reading diary each time you have read with your child.
- You can write a comment or just sign to say you have listened to your child read.
- As your child becomes more independent at writing then you may like to encourage them to write in the book title and date.
- To be kept in the children's bookbags everyday.



Phonics Screening



- All Year 1 children are assessed on their Phonics skills towards the end of the academic year
- Phonics Screening – consists of a list of real and nonsense words
- RWI sessions help to prepare the children for the Phonics Screening
- Our aim is to prepare them for the phonics screening, but more importantly to give them a strong foundation for reading and writing

Flexible Grouping



- Groups are flexible to allow children to reach their individual potential.
- Children work on adapted tasks. Children choose a task that challenges them, with a little guidance from us!

Marking and Feedback



Marking and feedback is a tool for learning

- Verbal feedback – is given constantly and instantly
- Where possible, written marking is done pictorially and with the children
- What Went Well (WWW) and Even Better If (EBI)
- Purple pencil of power to amend after feedback
- We celebrate mistakes
- Steps to Success – from Spring term

Homework Procedures



Homework Challenge Sheet:

- 1 sheet per half term uploaded to Seesaw (it will go on this Friday)
- Can be completed in any order
- Encourage good presentation
- Child's own work
- Optional but strongly recommended
- Task and extension
- Make it fun!

Completed work can be uploaded onto Seesaw for the teacher and the class to see.

Also remember to keep reading with your child!

Presentation

We encourage children to take great pride in all their written work.



- Encourage the children to take pride in their presentation.
- Encourage correct sitting posture and pencil grip.
- Form letters and numbers correctly.
- Sit words on the lines or 1 digit in each box.
- Include the short date and title – which incorporates the learning intention.
- All work is recorded in pencil.
- Work can be edited with the use of a rubber or the Pencil of Power.
- Use Nelson handwriting script.



Handwriting



- In the first few weeks of school we looked at which letters the children could form.
- In your child's Reading Record you will find a copy of the handwriting assessments - please practise the letters not ticked with your child.
- We will also work on these in school and reassess their formation at different points in the year.
- Please encourage your child to start in the correct place.

Home Learning Platform



- Homework will be sent on Seesaw.
- Download the Seesaw app.
- Please upload completed homework onto Seesaw.
- Videos, photos, voice recordings, PDF documents.
- Comment on class blogs.

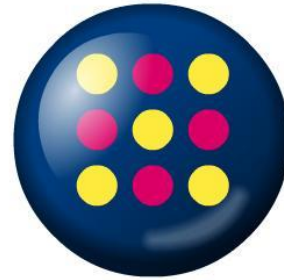
Home Learning Platform



Read Write Inc. - Phonics

- <https://www.oxfordowl.co.uk/please-log-in>
- Your child's RWI book that they read in class will be available on here so you can read it at home with them!
- School code: bi5

Home Learning Platform



MyMaths.co.uk

- All children have access to My Maths at any time.
- Each activity has a lesson and a homework activity (these are on the website, not assigned by us).
- Generic login
- Username: westlodge Password: Addition

Home Learning Platform



- All children have access to Numbots at any time
- Supports their number skills
- Children will have their own log in

End of Year Expectations



These will be saved on the school website.

[Link to Maths](#)

[Link to Reading & Writing](#)



Thank you
for your time and support!

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