Understand * Uplift * Unite

Underhill School and Children's Centre

Year 1

Meet the team

Class	Teacher	Support staff working within the year group
1 Willow	Mr Lynch	Janine Hannah

Meet the team

Co -Headteachers	Nicola Hayles and Jennie Reed	You can find us at both gates at the beginning and end of day.
Deputy Head teacher	Anniina Limbrick	You can find me by the KS1 gates at the beginning and end of day.
Safeguarding Lead	Jane Wood	You can find me by the gates at the end of the day.
SENDCO	Sue York	You can find me by the gates at the end of the day.

The Underhill Way

At Underhill, we have 4 BE words;

Be Caring
Be Confident
Be Curious
Be Cooperative

These enable all children to become happy, successful 21st Century learners both while they are in school and in their future.

We also instill a positive and determined attitude though our school chant:

I can, you can, we can.

If you are ever visiting the school, it is likely that you will hear this chant coming from the classrooms to energise the children for their learning.

Curriculum

The School Day

Year 1

Mon	8:40-9:05 Morning work/ register	9:05-10:10 English	10:10- 10:30 Assembly	10:30- 10:45 BREAK	10:45-11:40 Maths	11:45 - 12:45 LUNCH	12:45- 1:15 Phonics	1:15-2:15 PSHE	2:15-3:00 Spanish 3:00-3:15 Storytime	15:20 HOME TIME
Tues	8:40-9:05 Morning work/ register	9:05-9:30 Singing assembly	9:30-10:30 PE (PPA)		10:45-11:40 PE (PPA)		12:45- 1:00 ERICA	1:00-3:15pm English 2:00-3:00 Maths 3:00-3:15 Storytime		
Wed	8:40-9:05 Morning work/ register	9:05-9:30 Phonics	9:30-10:30 English		10:45-11:40 Maths		12:45- 1:00 ERICA	1:00-2:00 Computing	2:00-3:00 Science 3:00-3:15 Storytime	
Thurs	8:40-9:05 Morning work/ register	9:05-9:30 Phonics	9:30-10:30 English		10:45-11:40 Maths		12:45- 1:15 ERICA (LIBRARY)	1:15-2:00 History 2:00-2:30 Library	2:30-3:00 Music 3:00-3:15 Storytime	
Fri	8:40-9:05 Morning work/ register	9:05-9:30 Phonics	9:30-10:30 English		10:45-11:40 Maths		12:45- 1:00 Assembly	1:00-1:30 ERICA 1:30-2:00 RE	2:00-3:00 Art 3:00-3:15 Storytime	

Early morning work - Don't miss out!

5 x 20 minutes = an hour of lost learning time

Reading

Library visit every week - Friday
Library is also open during lunch times if children want to go and read or change their books.





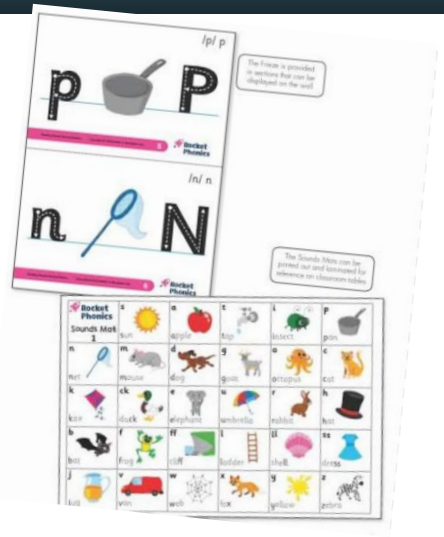






Phonics


s a t i p n
go I no to into the
no into
Assessment A


/p/ p
p P
/n/ n
n N
Rocket Phonics
Sounds Mat 1


Mop it!
Jam Muffins
The Pot of Oats
Top Dogs
In the Fish Tank

Phonics

- Children read levelled books linked to our phonics scheme. As soon as children learn a new sound, they will read a book that has lots of words with the new sound in it.

- They should read the same book at least 3-4 times to build fluency. Fluency leads to progress in reading.

We will change the books **once a week (Wednesday)**.

Phonics Screening Assessments

The phonics screening check is taken individually by all children in Year 1 in England, and is usually taken in June.

It is designed to give teachers and parents information on how each child is progressing in phonics. The check will assess the child's ability to decode by asking them to read several words, some real and some nonsense (alien words).

It will help to identify whether your child needs additional support.

Writing

A		B		C		D		E		F	
Old Bear by Jane Hissey		**Rapunzel** by Bethan Woollvin		**Hermelin** by Mini Grey		**Where the Wild Things Are** by Maurice Sendak		**The Secret of Black Rock by** Joe Todd-Stanton		**The Last Wolf** by Mini Grey	
											
Outcome: **Encodable** Finding Story Sentences	**Outcome:** **Encodable** Message Sentences	**Outcome:** **Encodable** Traditional Tale Sentences	**Outcome:** **Encodable** Instruction Sentences	**Outcome:** **Encodable** Detective Sentences	**Outcome:** **Encodable** Letter Sentences	**Outcome:** **Encodable** Return Story Sentences	**Outcome:** **Encodable** Information Sentences	**Outcome:** **Encodable** Return Story Sentences	**Outcome:** **Encodable** Diary Sentences	**Outcome:** **Encodable** Hunting Story Sentences	**Outcome:** **Encodable** Recipe Sentences
Purpose: To retell	**Purpose:** To inform	**Purpose:** To retell	**Purpose:** To instruct	**Purpose:** To retell	**Purpose:** To inform	**Purpose:** To retell	**Purpose:** To inform	**Purpose:** To retell	**Purpose:** To recount	**Purpose:** To retell	**Purpose:** To instruct

or or or or or or

A		B		C		D		E		F	
The Girl at the Front of the Class by Onjali Q. Rauf	**King Lion** by Emma Yarlett	**Snow White and the Seven Bears** by Michael Rosen	**The Queen Next Door** by Marcela Ferreira	**Cloud Boy** by Greg Stobbs	**Whirly Twirly Me** by Manjeet Mann	**The 3 Little Wolves and the Big Bad Pig** by Eugene Trivizas	**Pip** by Jess Rose	**There's a Tiger in the Garden** by Lizzy Stewart	**How to Find a Yeti** by Matt Hunt	**Last Tree in the City** by Peter Carnavas	**Splash** by Claire Cashmore
											
Outcome: **Encodable** Friendship Story Sentences	**Outcome:** **Encodable** Instruction Sentences	**Outcome:** Fairy Tale Sentences	**Outcome:** **Encodable** Invitation Sentences	**Outcome:** **Encodable** Imagination Story Sentences	**Outcome:** **Encodable** Diary Sentences	**Outcome:** **Encodable** Instruction Sentences	**Outcome:** **Encodable** Invention Story Sentences	**Outcome:** **Encodable** Search Story Sentences	**Outcome:** **Encodable** Diary Sentences	**Outcome:** **Encodable** Environment Story Sentences	**Outcome:** **Encodable** Olympic Story Sentences
Purpose: To retell	**Purpose:** To instruct	**Purpose:** To retell	**Purpose:** To inform	**Purpose:** To retell	**Purpose:** To recount	**Purpose:** To instruct	**Purpose:** To retell	**Purpose:** To retell	**Purpose:** To recount	**Purpose:** To retell	**Purpose:** To retell

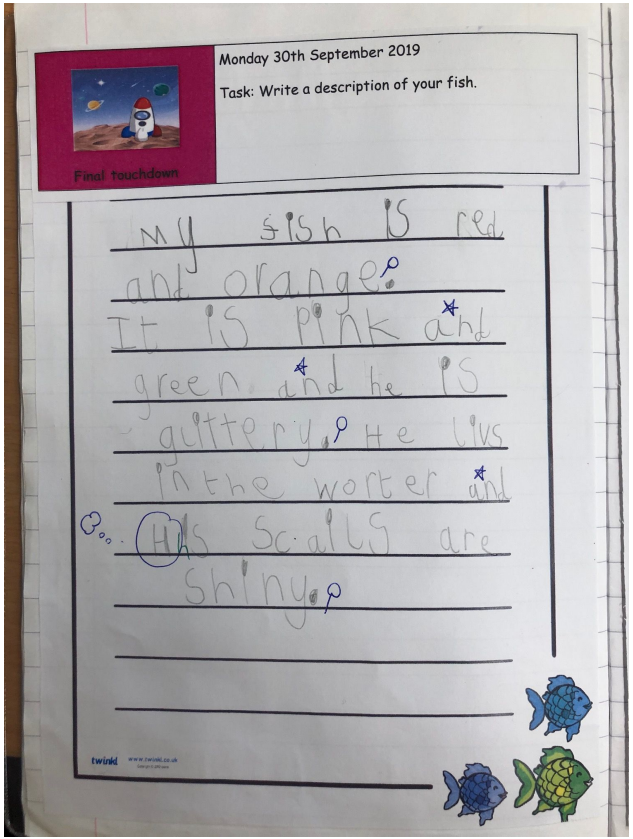
Ready Steady Write Progression Overview Year 1

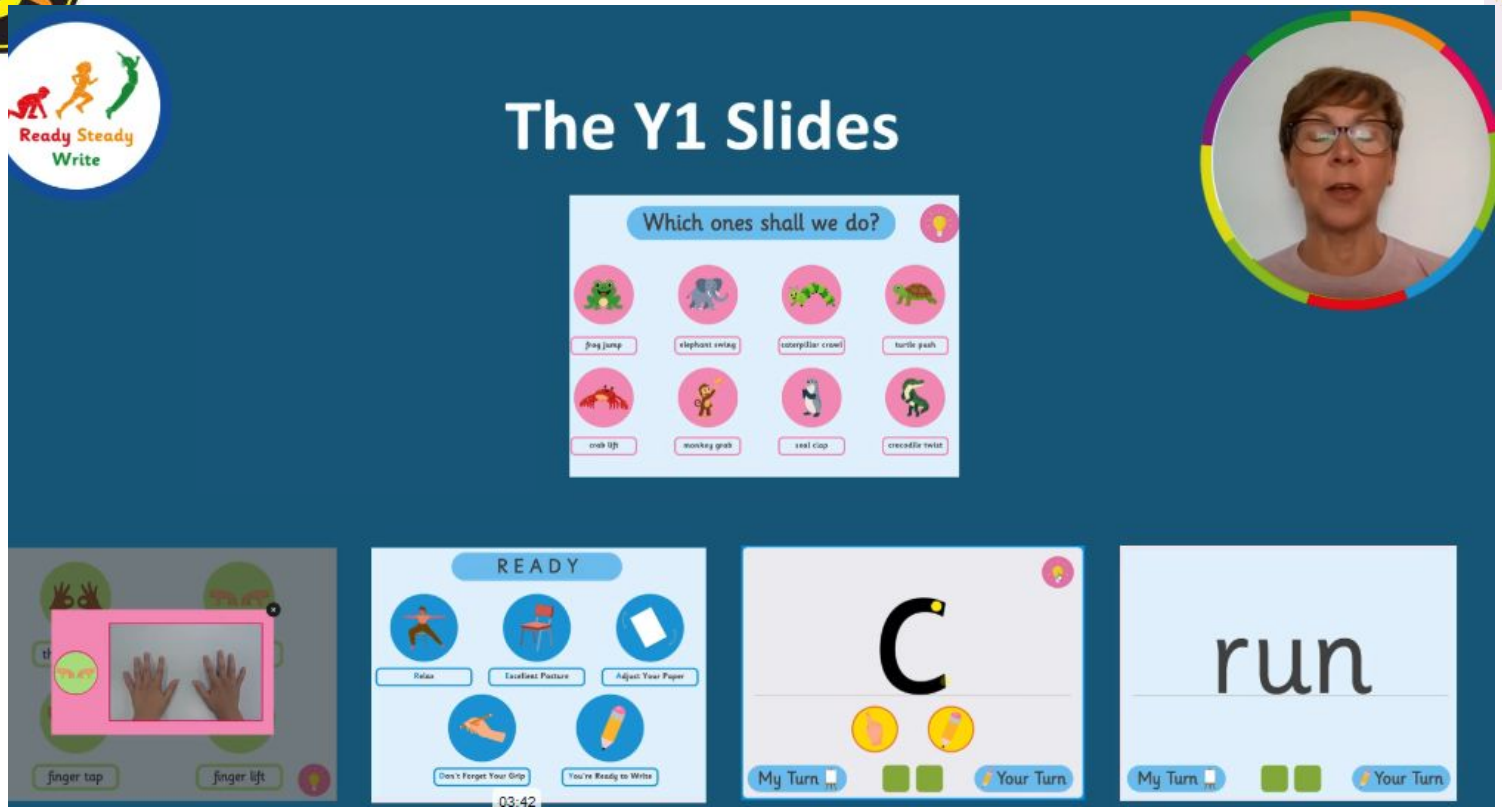
A	B	C	D	E	F
Grammar: Word					
Build on previous year & focus on: Regular plural noun suffix -s or -es	Build on previous units & focus on: Reinforce plural noun suffix -s/-es Adding the suffix -er to verbs	Build on previous units & focus on: Reinforce plural noun suffix -s/-es How the prefix un- changes the meaning of verbs and adjectives Adding the suffixes -er and -est to adjectives	Build on previous units & focus on: Adding the suffixes -ing, -ed and -er to verbs Adding the suffixes -er and -est to adjectives How the prefix un- changes the meaning of verbs and adjectives	Build on previous units & focus on: Reinforce plural noun suffix -s/-es Adding the suffixes -er and -est to adjectives Adding the suffixes -ing and -ed to verbs Reinforce how the prefix un- changes the meaning of verbs and adjectives	Build on previous units & focus on: Reinforce plural noun suffix -s/-es Adding the suffixes -ing and -ed to verbs Adding the suffixes -er and -est to adjectives
Grammar: Sentence					
Build on previous year & focus on: Combining words to make sentences Joining words and clauses using 'and'	Build on previous units & focus on: Combining words to make sentences Joining words and clauses using 'and'	Build on previous units & focus on: Combining words to make sentences Joining words and clauses using 'and'	Build on previous units & focus on: Combining words to make sentences Joining words and clauses using 'and'	Build on previous units & focus on: Combining words to make sentences Joining words and clauses using 'and'	Build on previous units & focus on: Combining words to make sentences Joining words and clauses using 'and'
Grammar: Text					
Build on previous year & focus on: Sequencing sentences to form short narratives	Build on previous year & focus on: Sequencing sentences to form short narratives	Build on previous year & focus on: Sequencing sentences to form short narratives	Build on previous year & focus on: Sequencing sentences to form short narratives	Build on previous year & focus on: Sequencing sentences to form short narratives	Build on previous year & focus on: Sequencing sentences to form short narratives
Grammar: Punctuation					
Build on previous year & focus on: Separation of words with spaces Capital letters Full Stops	Build on previous year & focus on: Separation of words with spaces Capital letters Full Stops	Build on previous year & focus on: Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark	Build on previous year & focus on: Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark Capital Letters for names and personal pronoun - I	Build on previous year & focus on: Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark Capital Letters for names and personal pronoun - I	Build on previous year & focus on: Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark
Terminology for Pupils					
letter, capital letter, word, sentence, plural, singular, full stop, question mark, exclamation mark, punctuation					

Writing

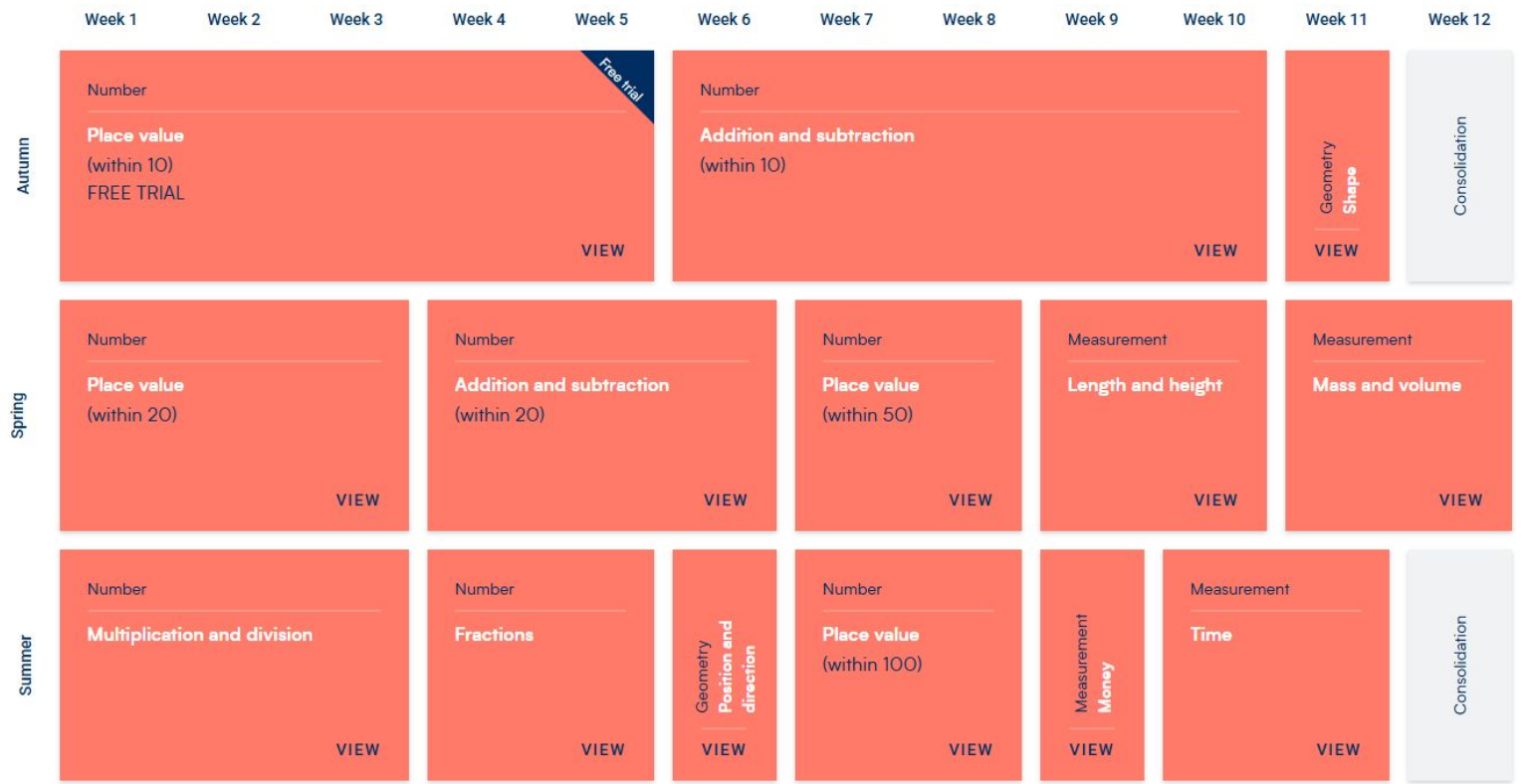
Year 1

Example




Ready Steady Write
The Y1 Slides
Which ones shall we do?
frog jump
elephant swing
caterpillar crawl
turtle push
crab lift
monkey grab
seal clap
crocodile twist
finger tap
finger lift
READY
Relax
Excellent Posture
Adjust Your Paper
Don't Forget Your Grip
You're Ready to Write
03:42
C
My Turn
Your Turn
run
My Turn
Your Turn
Ready Steady Handwrite

Maths curriculum overview



Maths



https://ttrockstars.com/

Please practise times tables on Times Tables Rock Stars regularly.

It is part of pupils' home learning and we expect pupils to practise for at least 15 minutes a week.

Maths

Year 1	Count in 2s, 5s, and 10s, and use doubles/halves to 10
Year 2	Learn the **2, 5, and 10** times tables.
Year 3	Learn the **3, 4, and 8** times tables.
Year 4	Master **all tables up to 12 × 12** and take the statutory online Multiplication Tables Check.
Years 5 and 6	Maintain fluency in all facts up to 12 × 12 to apply in fractions, percentages, and advanced math

PSHE

As a part of your child's education at Underhill, we promote personal wellbeing and development through a comprehensive Personal, Social, Health and Economic (PSHE) education programme.

PSHE education is the curriculum subject that gives children the knowledge, understanding, attitudes and practical skills to live safe, healthy, productive lives and meet their full potential.

PSHE lessons cover a range of topics such as keeping safe, health, friendships, growing and changing and RSE (Relationships and Sex Education).

PSHE

Long-term plan **Standard - 2026 Scheme** (2026/27)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	*Updated* Self-regulation: My feelings	Building relationships: Special relationships	Managing self: Taking on challenges	Self-regulation: Listening and following instructions	Building relationships: My family and friends	Managing self: My wellbeing
Year 1	My healthy self: How can we look after our emotions?	Connecting with others: How can I help myself and others feel happy and safe?	The online world: How do we spend time online?	Citizenship: How can I help others and the environment?	Health protection: How can I protect myself and others in daily life?	Staying safe: How can I stay safe?
Year 2	My healthy self: How can we look after our bodies?	Connecting with others: How can I build safe, kind and caring relationships with others?	The online world: How can we stay safe online?	Citizenship: How do people belong to a community and earn money?	Growing up: How can we look after and respect our bodies as we grow?	Staying safe: How can I make safe choices in different places?
Year 3	My healthy self: How can I take care of my mind and body?	Connecting with others: What helps us feel safe and included?	The online world: How should we communicate online?	Citizenship: What rights and responsibilities do we have?	Health protection: How can we prevent illness and injury and respond if they happen?	Citizenship: What careers do people choose and why?

School Trips



All classes will go on at least three school trips per year. Please look out for any emails regarding these as we will need parental permission for your children to attend.

We try to ensure that all trips are free.

We also have visitors and workshops throughout the year.







Behaviour

Underhill Behaviour

I can, You can, We can…	This means that we…
BE Caring	Look after ourselves and others, are kind, are honest, look after our school and our things, respect each other, stand up for what's right, show good manners, are tolerant and show compassion, support each other, understand different feelings
BE Confident	Solve problems, use our voice, ask questions, have a go, are organised, are honest when things go wrong, take responsibility for making a mistake, feel proud, are brave, try to do our best every day, are active learners
BE Curious	Know our learning style and how to do our best, challenge ourselves to see how far we can go, are resilient, understanding the learning pit, know how to help ourselves achieve, listen, ask questions
BE Co-operative	Work together, are a team, follow instructions, share, support others, are responsible citizens, understand our community and our world.

Underhill Rewards

We have 4 houses at Underhill

Water * Air * Fire* Earth

Rewards

House Dojos (EYFS - House Stickers)
Star of the Week
Marbles and marble parties
Golden tickets
Our Unsung Heroes

Underhill Sanctions

While all children work to the Underhill Way, there are times where children will not meet our behaviour expectations and it is important that the children are supported to have a clear understanding of the consequences if they do not work within the Underhill Way.

We understand that behaviour is communication and we ensure that we try to understand why a child's behaviour is not meeting the expectations and that the appropriate support is put in place.

We run a warning behaviour system where if children have not met the behaviour expectations, they will lose minutes of their playtimes. All orange and red card behaviours are recorded on School Pod and parents will be informed.

Underhill Sanctions

	Green – Good to Go! We are following the Underhill Way
	Blue Warning - Stop and Think - explain which value is not being followed
	Yellow Warning - warn and explain that playtime minutes will be lost if negative behaviour continues
	Orange Warning - up to 10 minutes may be lost of playtime either at break or lunch. If this happens in the afternoon, minutes will be lost from the next day. Parents are informed at the end of the day by the class teacher. In EYFS, children will spend time out on the thinking chair and sanctions are more immediate. Timings are age appropriate.
	Red Warning – Zero tolerance behaviour means instant sanction

Parents as Partners

Parents as Partners

Parent partnership and communication is very important so that we are all working on the same page.

Parents evening will take place both this term and in the Spring term, please look out for more information about how to book nearer the time.

Parents evening this half term will be 20th and 21st of October.

Each class will have a class assembly this year (watch out for the dates on the webpage)

Please make sure you read the newsletter , there is lots of important info.

Please make sure you come and talk to us if you have any problems or concerns.

Parents as Partners

Parent partnership and communication is very important so that we are all working on the same page.

Parents evening will take place both this term and in the Spring term, please look out for more information about how to book nearer the time.

Parents evening this half term will be on Wednesday 22nd and Thursday 23rd October 2025.

Each class will have a class assembly this year (watch out for the dates on the webpage)

Please make sure you read the newsletter , there is lots of important info.

Please make sure you come and talk to us if you have any problems or concerns.

Seesaw



- Weekly homework
- Maths Unit Narratives at the beginning of a unit.
- Half termly topic grid
- Celebration of work

A reminder letter with all your child's logins will be coming soon!

Home learning

Seesaw
Keeps everyone in the learning loop

Given out every Friday via SeeSaw.

Children complete work in Homework Books.

Return to school by Wednesday.

Homework will be acknowledged and sent home.

You do not have to print work out!!!!

Maths - a worksheet linked to what children have been learning about.
English - grammar or reading comprehension
Spellings - 10 spellings per week

Home learning

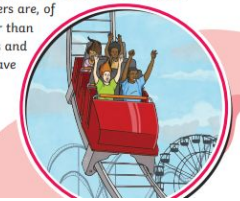
Seesaw
Keeps everyone in the learning loop

Reading homework:
Focus on fluency, reading speed and comprehension.

Rollercoasters

The rollercoaster has been a fashionable ride for many years, with one of the first recorded rollercoasters opening in Paris in 1817. Historically, it is believed that the rollercoaster was inspired by sledging on the icy Russian mountains. The popularity of the rollercoaster did not spread initially. It wasn't until 1884 that the first notable and highly admired rollercoaster was opened in New York. It was made in the style of a runaway train. The rollercoaster ran on wooden tracks and was an instant success.

Today, a rollercoaster track can either be a complete circuit or a shuttle track, allowing the cars — individual or multiple — to run in both directions. Modern rollercoasters are, of course, much faster than the original models and safety standards have notably increased since then.



Questions

1. When did the first well-known rollercoaster open and where was it?

2. Find and copy **two** words that tell you that rollercoasters are well-liked.

3. How do rollercoasters of the past compare with the modern day?

4. Summarise the information about the original rollercoasters in 20 words or less.

Twinkl Times — June 2010

Octopus Expert

Paul the Octopus has been predicting the result of the World Cup football games over the past few weeks. He's an amazing animal!



The sea creature's owners have been putting some clear, plastic boxes into Paul's tank before each match. Each box is decorated with the flag of a football team.

Paul has been choosing one of the boxes by crawling towards it and he has correctly guessed the winner of six football games so far in the World Cup competition.

Is Paul a football expert or just a very lucky octopus? What do you think?

Questions

1. What does Paul predict the results of?

2. Which **two** adjectives has the author used to describe the boxes in Paul's tank?

3. Why do some people think Paul is a football expert?

4. Do you think Paul is just a lucky octopus?

FRED - Reading at home



Children need to read at home **every night.** This can be any book that children enjoy reading (they will get one from the school library every week).

KS 1 - Please can parents initial reading record.

KS 2 - Children write down what they have read.

If you need any support with home reading, please speak to your class teacher or Mrs Limbrick .

FRED - Reading at home

FRED



Families Reading Every Day

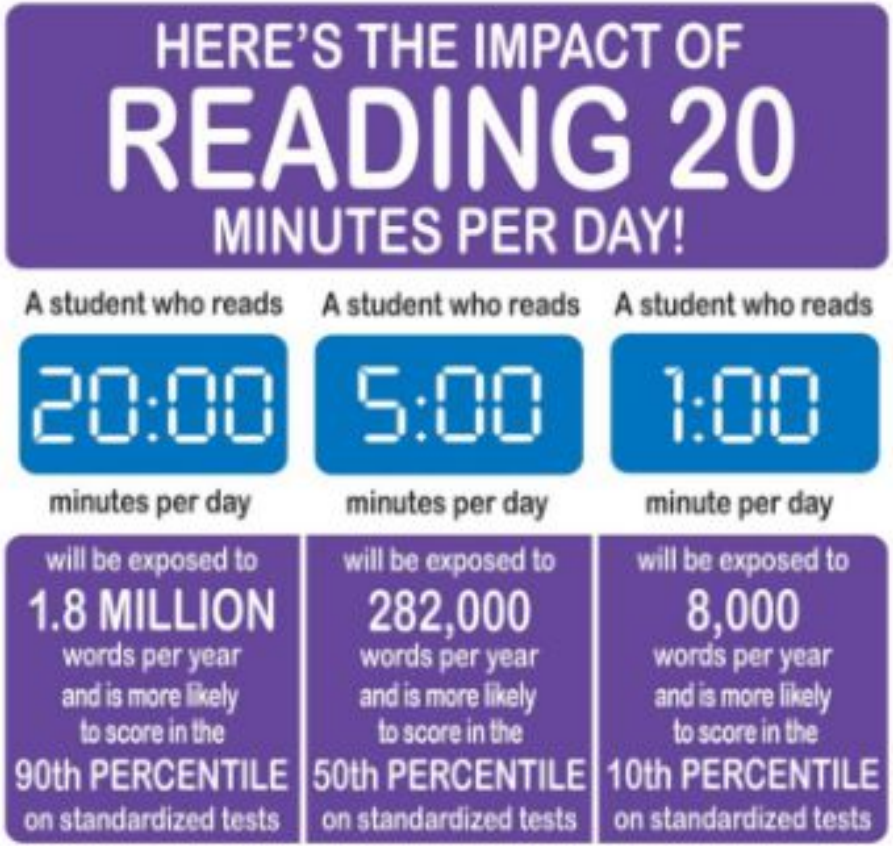
Underhill Reading Battle

Underhill Reading Battle is back!

The houses will vote for a reward.

Once they have collected 2000 FRED tokens, they will receive their reward.




HERE'S THE IMPACT OF
READING 20
MINUTES PER DAY!
A student who reads
20:00
minutes per day
will be exposed to
1.8 MILLION
words per year
and is more likely
to score in the
90th PERCENTILE
on standardized tests
A student who reads
5:00
minutes per day
will be exposed to
282,000
words per year
and is more likely
to score in the
50th PERCENTILE
on standardized tests
A student who reads
1:00
minute per day
will be exposed to
8,000
words per year
and is more likely
to score in the
10th PERCENTILE
on standardized tests

Notices:

Uniform

Please note: leggings and cycle shorts are NOT part of the school uniform and should not be worn (unless under a skirt).
Long hair MUST be tied back.



Order though the Smith's website (there are leaflets in the office and a link on the school website) or you can visit the shop in Cockfosters. Smiths will deliver to school

Children can also wear black skirts, trousers or pinafores and **black** shoes.

Find more information here:
https://www.smithsschoolwear.co.uk/product-category/find-your-school/underhill-school-and-childrens-centre/

Uniform

PE kit

On your child's designated PE day they need to come into school wearing their PE kit as follows:

- Black trainers (small logos are acceptable)
- Black shorts (black joggers in the winter)
- Yellow T-shirt with Underhill logo
- Black school sweatshirt or cardigan with Underhill logo. (No hoodies are to be worn.)

Uniform

****PLEASE MARK EVERYTHING WITH YOUR CHILD'S NAME****

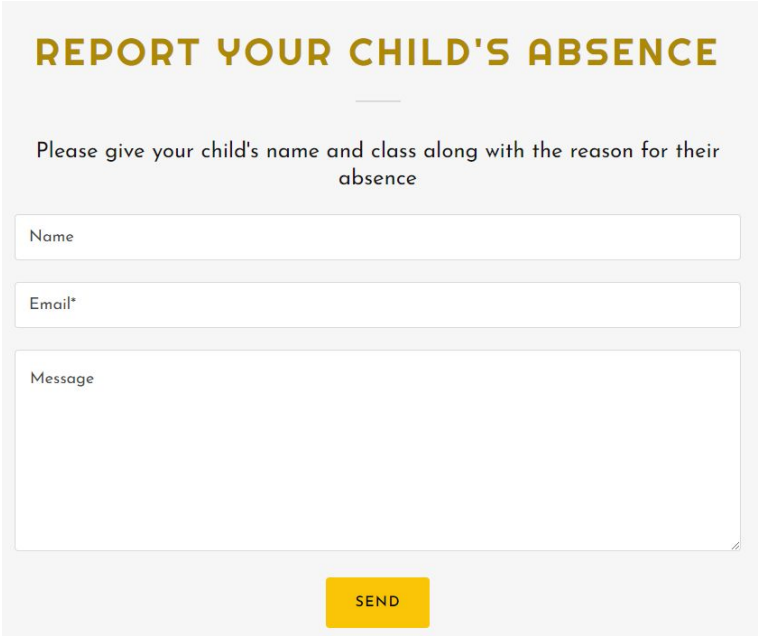
Additional items

- Headscarves are to be plain and not bright colours
- Hair should be cut in an appropriate style for school. Eg no mohicans or patterns shaved in. Long hair should be tied up with discreet hair bands. No big bows or brightly coloured headbands are allowed.
- No jewellery to be worn in school with the exception of stud earrings if necessary or for religious purposes with permission from the Headteachers. We want children to be safe at all times.
- No nail varnish is to be worn

Absences

If your child in unwell, please inform the office in the morning.

https://underhillschool.co.uk/report-an-absence



Or you can call 020 8449 2423

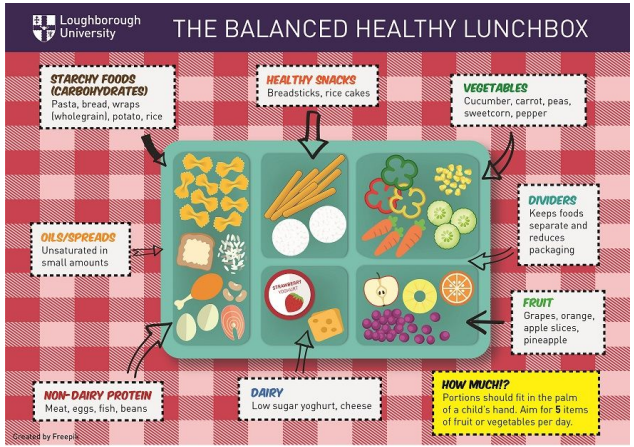
Snacks and Lunch

We are a **healthy, nut free** school. Children should bring in **fruit or vegetables** (e.g. cut up carrot, pepper or cucumber (not dried fruits please) to eat at break time. They are not permitted to bring in anything else.

ALL CHILDREN ARE ENTITLED TO A FREE SCHOOL MEAL.

If your child has packed lunch, please ensure that it is healthy and nutritious. Please do not give your child any sweets, chocolate or fizzy drinks.
All lunch boxes should be named.

Please send your child into school everyday with a named water bottle.



Independent Travel

Only children in Year 6 can be independent travellers. Please apply through the office and await a response from the head teachers.

Mobile phones should **not** be brought into school.

If a sibling is collecting your child, please arrange with the office (unless the sibling is a grown up).

PTA

If you are interested in supporting the PTA, please talk to the school office or your PTA rep.





Any questions?

Understand * Uplift * Unite

Underhill School and Children's Centre

Thank you for coming!