



Merry Hill Infant School and Nursery



Welcome to Year 1

“A Happy face, a learning place, a growing space”

Meet the Year 1 Team



Miss Senghani



Mrs Kemp



Miss Wills

Uniform



Crew Neck Sweatshirt



Cardigan



Poloshirt



Daily Routines

Moorhen Class Timetable

	Morning							Afternoon						
Monday	Fine motor activities	Phonics	Morning Exercise	Maths	Playtime	Snack and Milk Guided Reading	English	Lunchtime	Assembly	Mastering Number	Handwriting	Forest		Story / E-safety
Tuesday				English			English		PE		Mastering Number	RE		
Wednesday				Maths			English		Assembly	Art / DT	Mastering Number Library		Handwriting	
Thursday				Maths			English		Handwriting	Geography / History		PSHE		
Friday				Maths			Science		Assembly	Computing	Handwriting	Mastering Number	Music	

Transition

- ▶ We work very closely with the Reception team to ensure the transition from Reception to Year 1 is smooth and comfortable for all children
- ▶ In Year 1 we focus on building independence
- ▶ Teachers have been dropping into reception classes during summer term to get to know their future teachers.
- ▶ Reception children will be completing checklists of things to find in KS1 this term.
- ▶ In Autumn 1 children will continue to have explore time. Then this will gradually decrease.
- ▶ Children will be on a full KS1 timetable by Autumn 2



Morning Routines

- ▶ Children say goodbye to you at the line in front of green gates. Adult greet children in the line and take them to their class.
- ▶ In Year 1 we encourage the children to come in independently, put their coat in the cloakroom, water bottle away, book bag in their coloured box and then start their morning activity.
- ▶ Learning starts as soon as the children come in in the morning with an early morning activity which often focuses on reinforcing previous learning or fine motor activities.



Pick up and Drop off

- ▶ At morning drop off please wait on the right hand side.
- ▶ When the bell rings say goodbye to your child and ensure they follow the adults into school.
- ▶ If you have a message please speak to the member of staff by the white line.
- ▶ Please leave school using the pedestrian gate at the front of school.

- ▶ At pick up please wait behind the white line on the hand side.
- ▶ We will bring the children out at 3.15pm in a line. your child is at the front of the line they will over to the grown up collecting them.
- ▶ Please bear with us as we get to know you.
- ▶ Remember to let us know if they are being collected someone different.



What should they bring to school?

- ▶ Book bag- please no backpacks and only 1 small keyring
- ▶ Water bottle
- ▶ Coat (even if it looks like a nice day)
- ▶ PE kit
- ▶ Wellies
- ▶ Glue stick – available from the office for £1



Please name all items so we can return them to you if lost.

We welcome donations of boxes of tissues especially during the colder months.



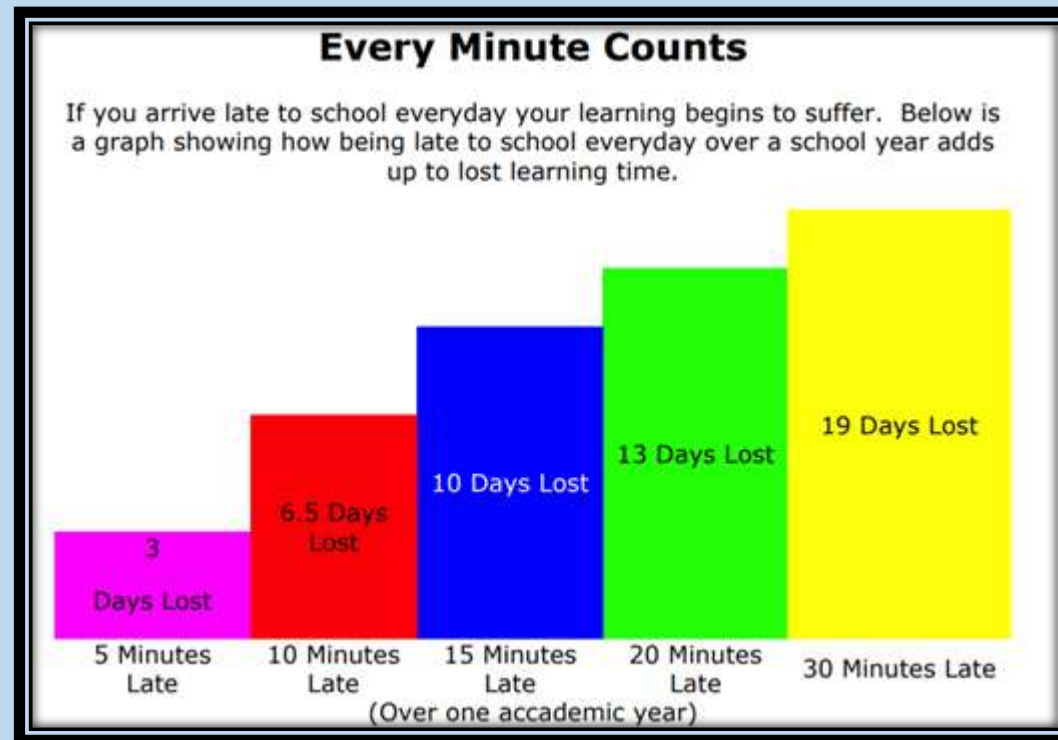
Attendance and Punctuality



- ▶ Start of the day – soft start (8.45am)
- ▶ End of the day – (3.15pm)
- ▶ If your child is unwell and unable to attend school, please inform the office as soon as possible.
- ▶ If your child has been unwell and off school with sickness or diarrhoea, please keep them at home for 48 hours after symptoms are clear.

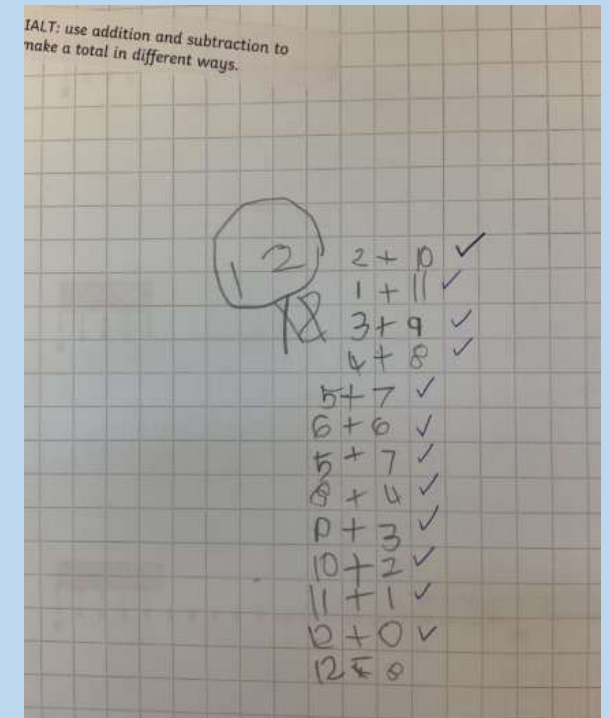
Attendance and Punctuality

- Please remember that it is important to come to school on time
 - we know that lateness can have an impact on a child's well-being since it can be disruptive and interrupts the learning of all the children in the class.



Curriculum

- In Year 1 we follow the National Curriculum.
- This covers English, Maths, Science, Computing, Geography, History, Art, Design Technology, Music, PE and RE.
- We provide opportunities for over learning and retrieval throughout the year to ensure children are secure in their learning.
- Each term a topic map is available on the school website showing what we will be learning about in each subject.



Knowledge Organisers

Each half term Knowledge Organisers are used in class, on the school website and sent home via Seesaw to provide further detail on the learning.

Knowledge Organisers
Science,
Geography, History, RE, Computing
and Music.

Subject: Geography			Topic: Our School			Year Group : 1		
Lesson 1 Key Question: Where in the world are we?			Lesson 2 Key Question: What can we see in our classroom?			Lesson 3 Key Question: What can we find in our school grounds?		
Geography: Geography is learning about the world and its people.			Map: A map is a picture of a place drawn from above.			Natural: Natural things are things that come from nature.		
An aerial photograph is a photo taken from the air looking down.			Objects look different from above to how they look on the ground.			School grounds are all the outside spaces at our school.		
								
It can also be called a birds eye view.			We can make our own maps of our classroom.			There are lots of natural things in our school grounds. There are also some things that have been made by humans.		
								
								
						Natural		
						Made by humans		



- In year 1 and 2 we use the online platform Seesaw.
- We may upload some photos and videos of the learning that is happening in school. Other pieces of work will be completed in their books in school.
- We will also use Seesaw to share homework each week and you will submit completed homework back to us.
- You may wish to upload photos that your children are keen to share with their teachers and peers e.g. a day out at the zoo or your child's weekend with the class bear.
- Log in details will be sent home soon.

A screenshot of the Seesaw app interface. At the top, there is a green header bar with icons for 'Titles', 'Markbook', 'Notifications', and a '+' button. Below the header, there is a navigation bar with 'Class Journ...', 'Dates', and 'Folders'. The main content area shows a homework assignment titled 'In response to: Homework'. It is divided into four columns: Reading, Spellings, Handwriting, and Maths. The Reading column contains the text 'Read your phonics/colour books four times a week with a grown up.' and a small grid. The Spellings column contains the text 'This week's spellings are:' and a list of words: 'other', 'put', 'push', 'pull', 'please', 'people', 'parents'. The Handwriting column contains the text 'This week are practicing joining from the letter e...' and a small grid. The Maths column contains the text 'Play on Numbot's for 3 minutes a day 4 times a week.' and a small grid. There are blue arrows pointing to the 'other' and 'put' words in the Spellings column, and a blue checkmark next to the 'Complete handwriting sheet.' text in the Handwriting column.

Reading



- ▶ We will read with your child twice a week. Once with the teacher and once with the LSA.
- ▶ In Year 1 we focus upon the decoding skills required to read unknown words and sight vocabulary.
- ▶ We also want the children to read fluently and for understanding – be able to recall main events/ explain why characters did certain things etc.
- ▶ There will be a parent workshop in Autumn 1.

We use the following strategies:

- ▶ Sounding out using their phonics knowledge e.g. sh – i – p , ship
- ▶ Questioning – Why does the boy look sad?
- ▶ Retelling – What happened at the beginning of the story?
- ▶ Independent reading followed by questioning
- ▶ “Why do you think...?” questions.

Reading at Home

- ▶ Phonics book – linked to the sounds they already know (Please re-read this to help your child develop fluency and expression).
- ▶ Coloured band book – shared reader
- ▶ Library book – shared reader
- ▶ Please read a little bit every day with your child- it really does make all the difference. This could include bedtime stories or any genre that interests your child (magazines, cook books, comics, audio books etc)
- ▶ Please record in your child's reading record when they have read at home

Phonics and colour band books will be changed on Fridays.



Phonics in Year 1

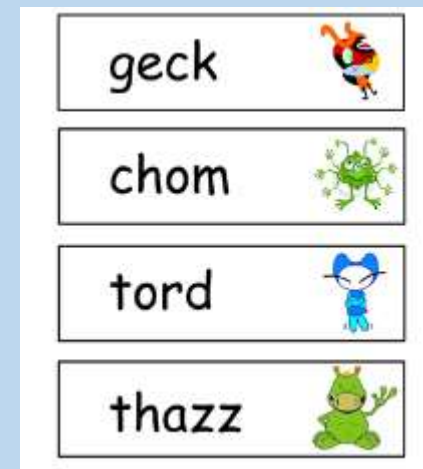
- We follow the 'Essential Letters and Sounds' phonics programme
- Whole class Phonics lessons take place every day
- Some children may have extra, small group phonics interventions to support them in learning the sounds



Phonics in Year 1

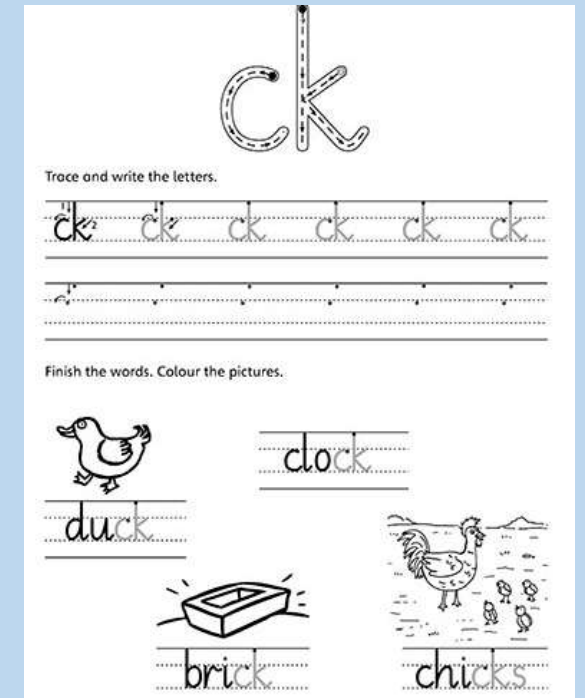
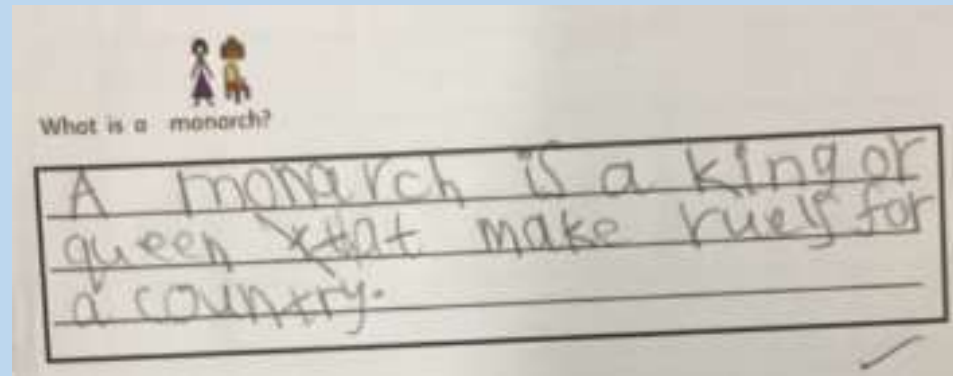
- ▶ In June the children will take part in the phonics screening check.
- ▶ The children will be asked to read 40 words
- ▶ There will be a selection of real and 'alien' (made up) words
- ▶ If they do not achieve the pass mark they will be re-tested in Year 2

- ▶ This is an example of the phonics screening



Handwriting

- We use the Nelson handwriting scheme and aim to be forming all our letters correctly with clear ascenders and descenders by the end of Year 1.
- We will continue to work on having the correct pencil grip.
- Handwriting, including number formation is taught throughout the curriculum and reinforced within all writing

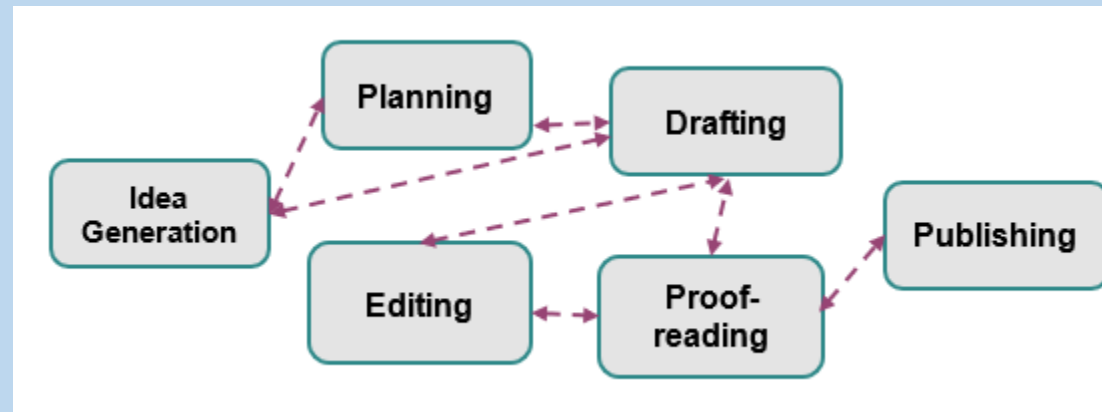


English



- ▶ Year 1 is the year of the sentence! We work on children being able to write a clear sentence, with a capital letter at the beginning, full stop at the end and finger spaces which can be read by others.
- ▶ We will be using 'HFL Essential Writing'.
- ▶ Writing will focus around a purpose and a real audience.

Writing Purpose	
To entertain	
To inform	

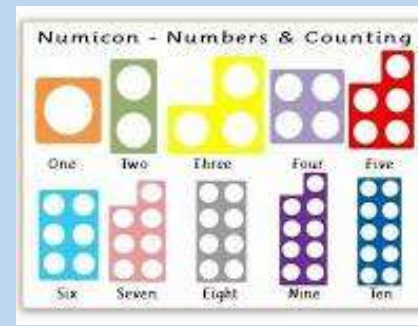


Writing at Home



- ▶ Make writing purposeful
- ▶ Encourage your child to keep a diary
- ▶ Leave notes for family members around the house
- ▶ Send cards to friends and family
- ▶ Help with writing shopping lists
- ▶ Orally rehearse sentences and count the words before writing
- ▶ Encourage your child to sound out words before writing to support spelling.
- ▶ Read sentences back to check they make sense and contain the correct features, edit if necessary.

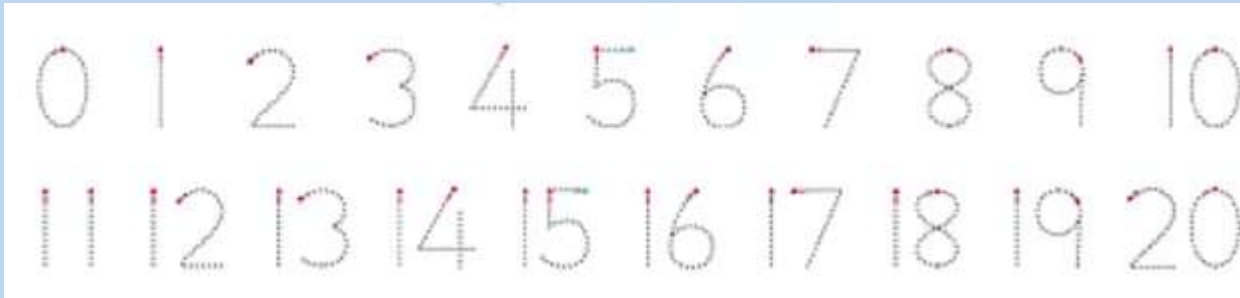
Maths



- ▶ We will be using 'HFL Essential Maths' for our Maths lessons.
- ▶ In addition we use the NCETM's 'Mastering Number' scheme to work on our number fluency.
- ▶ We will be focusing initially on using numbers to 10 when learning a range of mathematical strategies. Once confident with these strategies we will apply our knowledge using larger numbers.
- ▶ CPA approach-
 - ▶ - Concrete – equipment and resources, practical working out
 - ▶ - Pictorial – representing learning using pictures
 - ▶ - abstract – using mathematical equations e.g. $5 + 9 = 14$
- ▶ We will do lots of problem solving and reasoning- asking the children to explain their thinking.

Maths at Home

- Please support your child in practising number formation at home- always starting from the top of the number.



- Play Numbots 4 times a week for 3 minutes each time.
- Play number games- snakes and ladders, monopoly etc.
- Practise counting aloud to and from 100 starting from any number - forwards and backwards
- Practise real life maths- paying for things when shopping, counting and adding when out and about, counting real life objects for example plates when setting the table, reading numbers on number plates/ front doors / buses etc.

Foundation subjects

- ▶ Science
- ▶ Computing (including E – safety)
- ▶ History
- ▶ Geography
- ▶ Art
- ▶ Design Technology
- ▶ PE
- ▶ Mini Explorers
- ▶ RE- Learning about different faiths and beliefs
- ▶ Music
- ▶ PSHE- Jigsaw



Jigsaw

- ▶ We use the JIGSAW scheme during PSHE (personal, social, health education) to supplement our mindfulness approach.
- ▶ Jigsaw brings together PSHE education, emotional literacy, mindfulness, social skills and spiritual development. It aims to enhance self-esteem and positive behaviour and relationships within the school.
- ▶ It teaches the children it's ok not to feel ok but to talk to someone
- ▶ We have a mindfulness area in each classroom where children can go and find their inner calm.
- ▶ We have a worry monster in each classroom so children can put their worry in the monster and he will eat it away, we regularly check these.

The Merry Hill Way



Merry Hill
Infant and Nursery School



Ready



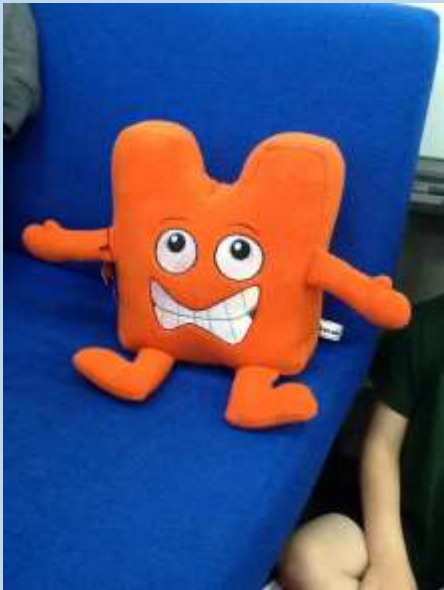
Respectful



Safe

Therapeutic Approaches to Behaviour





DEAR WORRY MONSTER,
I am feeling worried about _____

From _____



The Behaviour Curriculum



Homework

- Homework is set weekly via Seesaw.
- - Reading (At least 4 times a week)
- - Spellings – 5 key words or words linked to our current learning in phonics
- - Handwriting – a sheet will be sent home weekly
- - Numbots - (4 times a week for 3 minutes)

Reading	Spellings	Handwriting	Maths
Read your phonics book 4 times a week with a grown up. Record in your reading record. 	This weeks spellings are : • friend • our • many • ask • again Practise your words 3x per week. Remember to practise them in a sentence. 	This week we are practising: th ng Complete handwriting sheet. Remember to ask a grown up to watch you.	Play on Numbot's for 3 minutes a day 4 times a week. (Your log in is in the back of your reading record)

Jewellery and PE

PE Kit:

Black shorts, jogging bottoms, white top, plimsolls

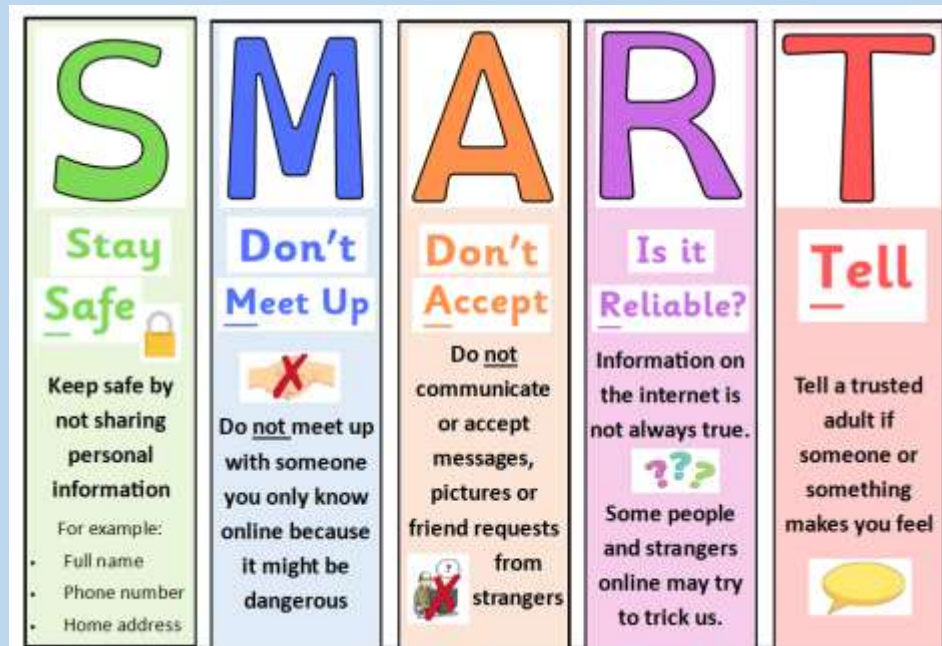
Please ensure all PE kit is clearly named

- ▶ Earrings must be removed at home or taped with micropore (please provide)
- ▶ Long hair tied back.



Safeguarding and e-safety

- Communication & Safeguarding- please keep us informed of anything that can help us support your children (change of routines etc.) so we can best support your child and ensure their wellbeing.
- E-safety is taught within computing lessons but also throughout the curriculum where appropriate
- Termly online safety letters to parents



Outdoor Learning

We value the importance of outdoor learning and at every opportunity take our lessons outside.

Every week we spend time in the forest area. We learn how to care for and respect our environment.

There are planned opportunities to further embed science learning and to practise skills learned in other topic areas.

Please ensure your child has welly boots in school and a coat that you don't mind getting muddy!



Birthdays

If you would like to celebrate your child's birthday in school, we would love for you to donate a book or magazine for other children to enjoy.



We support learning at home in a variety of ways

Look out for:

- Parent consultations meetings
- Home learning suggestions (that may include joint child and parent/carer mini projects)
- Parent/carer workshops (for example, how to support early reading)
- Information and tips in newsletters, school website
- Home/school learning packs
- Information on displays around school

Volunteering





Friends of Merry Hill (FoMH)

Who we are

A group of volunteers who work in partnership with parents, pupils, teachers and the local community to enhance the learning experience and help make Merry Hill an even better place for children to learn, develop, and grow.

Fundraising activities 2025/26

- MacMillan Coffee Morning
- My Child's Art
- Movie Night
- Christmas Creation Station
- Winter Fair
- Mothers Day Creation Station
- Sponsored Slide
- Bake Sales
- Father's Day Creation Station
- Uniform Sales
- Easyfundraising





Friends of Merry Hill (FoMH)

Children / School Benefits 2025/26

- Cat in the Hat school Theatre Trip
- School/Parent Shelter Repair
- Classroom Equipment
- Books for Nursery
- Christmas Chocolate Lollies
- Christmas Tree
- Easter Treasure Hunt
- Sports Day Medals
- Year 2 Leavers Disco

**Raised
£5,000 +**



Community Benefits 2025/26

- Macmillian Fundraising
- Local Business Collaborations
 - Winter Fair Stalls
 - Raffle Prizes
 - Christmas Tree
 - Mother's Day Creation Station



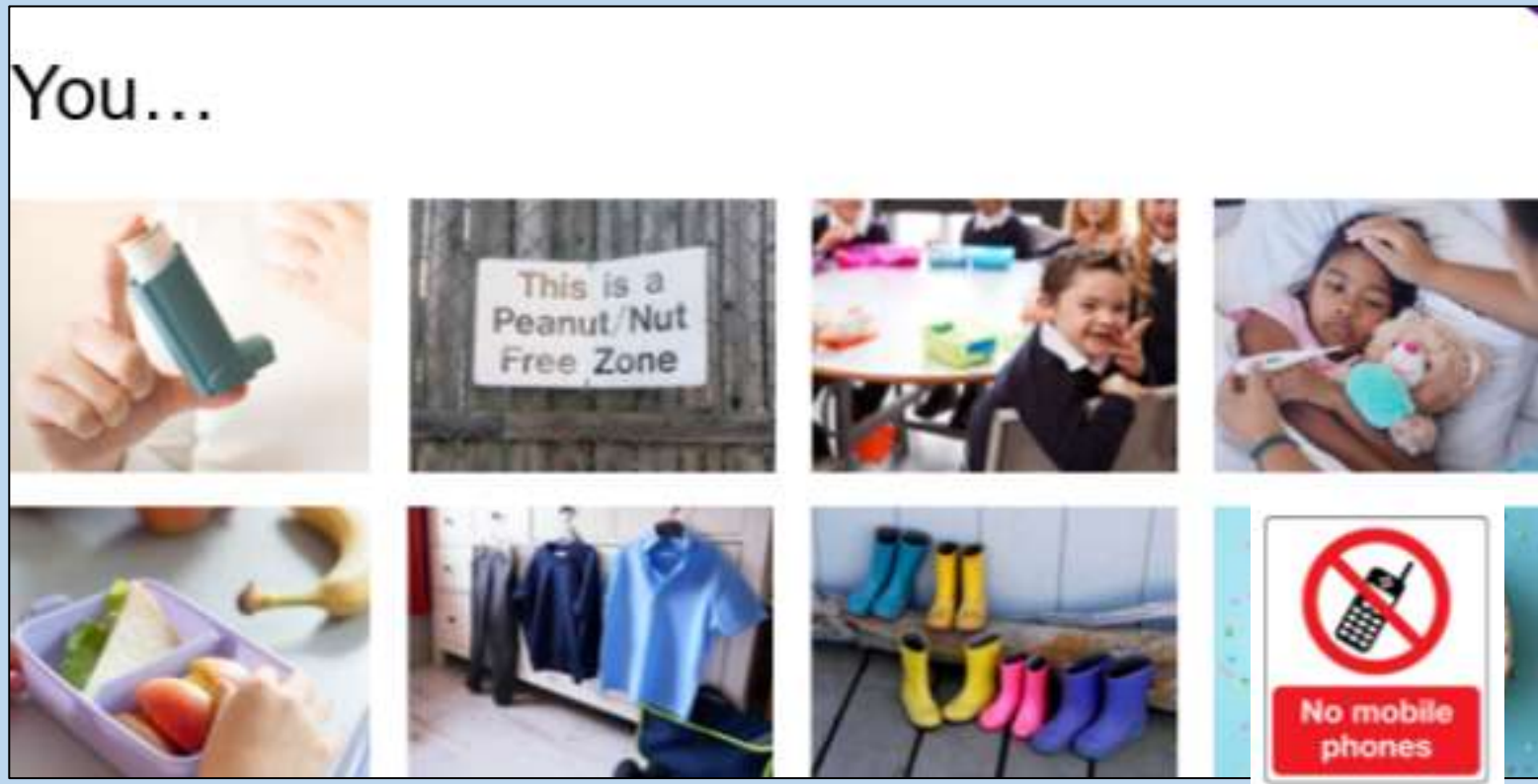
FoMH Committee & Volunteers

We are always looking for enthusiastic volunteers to get involved and join our team.

Please contact:

fomh@merryhill.herts.sch.uk or use the sign-up sheet

Keeping children safe is everyone's responsibility



Wellbeing and Readiness to Learn



What do I do if I have concerns about my child?

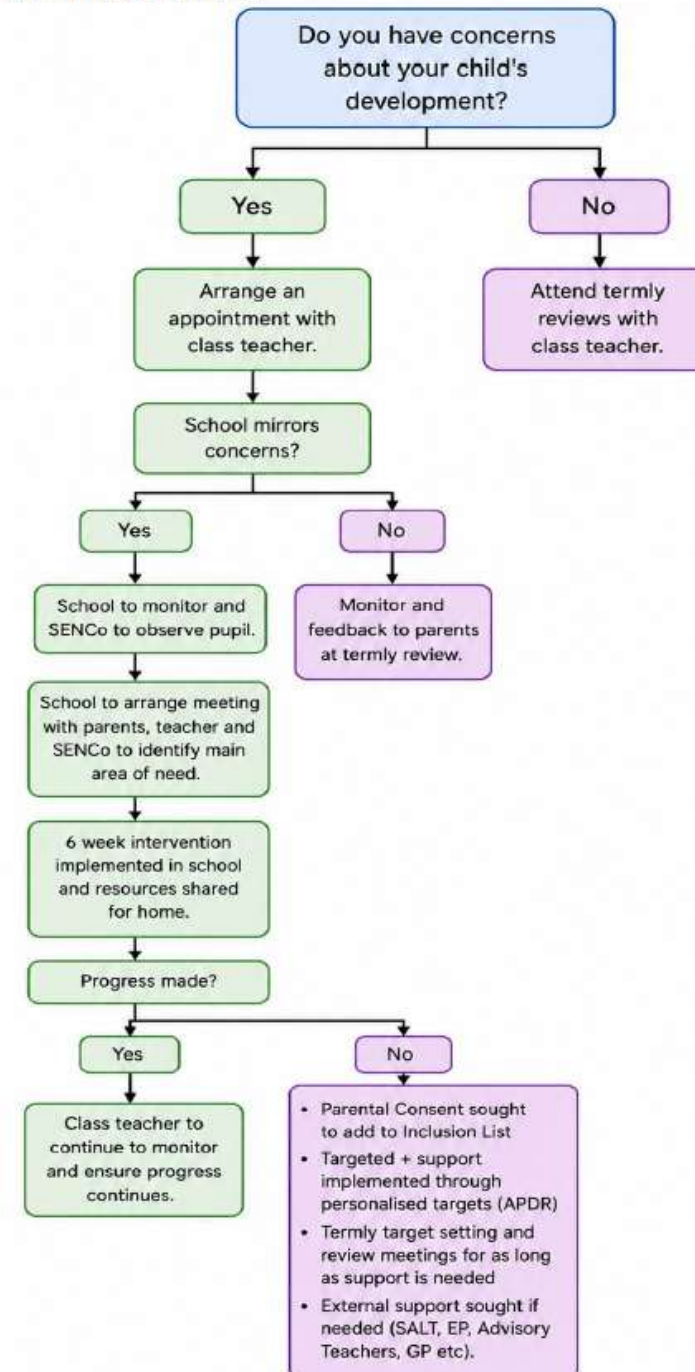
Come and talk to us with any concerns about your child's development.

We have an open door policy and are keen to hear your concerns and see if they mirror with our observations of your child at school.

- First make an appointment with your child's teacher.
- School will listen to your concerns, monitor them in class and the SENCo will arrange an observation.
- With parental consent school will put additional support in place and share resources with you to support your child at home.
- If there is limited progress following additional support you will meet with the class teacher and SENCo for a formal target setting meeting and to discuss adding your child to our Inclusion List (SEN Register).

Please see our [SEN Information Report](#) for more information.

Identification of a Special Educational Needs and Disability (SEND) Teachers meet with senior leadership team and the Special Educational Needs Coordinator to discuss all pupil's academic, social, emotional and physical progress. The following flowchart sets out the steps involved in the process:



Communications

- Please email or call the school office for any attendance messages or changes to collection information.
- A member of staff will be at the door each morning with a messages book.

Seesaw:

We would love to hear from you via replies on Seesaw.

Keep us updated on how home reading is going.

- You can email us via:

admin@merryhill.herts.sch.uk



Lastly:

Sometimes timetables change due to unforeseen circumstances

Please Reminder: Check our Year 1 blog regularly to see some of the exciting learning we have been doing!

<https://merryhill.org.uk/our-learning-community/home-learning/reception/>

What to do next:

Look at the Blog with your child.



Any questions?