

Welcome to Year One

Staff:

1B – Lottie Higgins (Year Team Leader), Sue Fage and Diana Baker

1O – Sarah Crawford, Rose Jones and Alba Valverde

1P – Nina McMillan and Jo Hewett

1R – Flo Tapp Scotting, DD Braman and Jo Bewick

Also working with Year 1 this year will be Isabel Richert (Art), Mario Vitrana (PE for 1O and 1P) and Julia Yesilirmak (in 1B and 1R)

Structure of the day



- **Doors open** – 8.50. You are welcome to come in and share a book with your child for 5-10 minutes, or you can drop your child off. Resources are set up for the morning activities so please leave these as they are.
- **Register** 9.00
- **Mornings** are usually Maths and English focused.
- 10am – Fruit Time, Assembly and Play Time.
- 12 – 1.10pm Lunch time
- **Afternoons:** Phonics/Topic/PE/Music/Reading and Choosing.
- End of the day – 3.10pm. Please collect your child from the classroom.
- We have a 2 week timetable – PE is on different days on alternate weeks. Please leave PE kits in school.

Curriculum coverage

Subject	Autumn 1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Ourselves (history and geography)	Celebrations (geography and history)	The magic toy makers (history focus)	Our World (geography)	Time travellers (history)	Flowers and insects
Science	Animals including humans	Animals including humans	Seasonal change	Every day materials	Plants	Plants

You will find curriculum maps for English and Maths on the school website.

Please see the **weekly overview**, displayed in the classrooms and on the website to show specific objectives that we are covering each week in Maths and English, as well as other subjects. There will also be details of any dates for your diaries or reminders for parents.

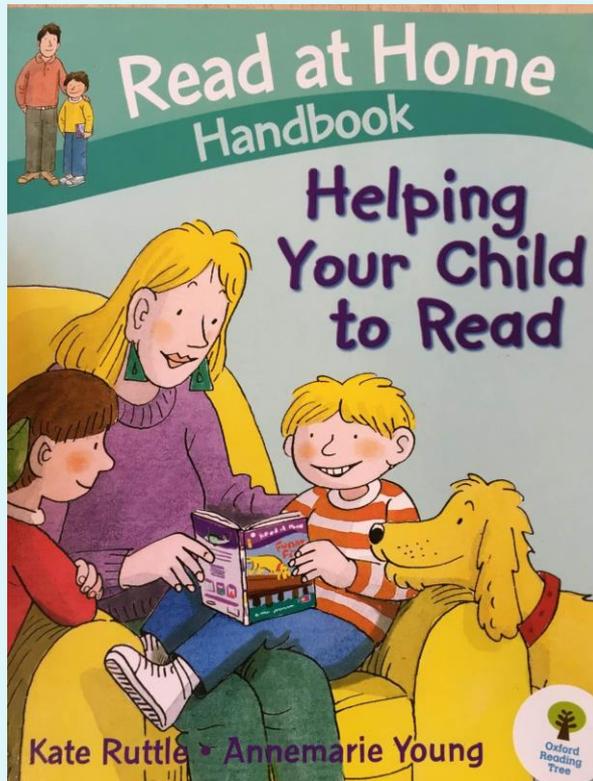


Reading



- We hear children read once a week. Their reading day is displayed on the classroom windows.
- Children should bring their book bag/school reading books into school when it is their reading day.
- We will continue to use the reading journals that the children had in Reception. The teacher or TA will write in these on a child's reading day.
- Any children who require additional support with reading may read with a volunteer reader, and may also take part in reading interventions with other members of staff.
- **Guided Reading:** Later in the year, children who are fluent or near fluent readers will take part in group guided reading sessions instead of one to one reading every week. These children will still have books sent home once a week but will read on a one to one basis once or twice per half term.

Reading



We recommend this book as a way of finding out the best way to read with your child at home.

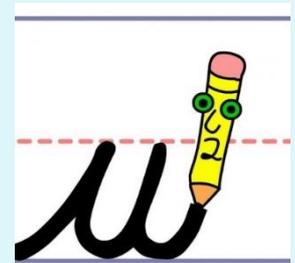
Reading at home: We encourage as much reading to take place at home as possible. We would advise listening to your child read aloud for at least 10 minutes every day. It is also really useful to still read stories to your child.

Phonics



Phonics is taught daily and the children also work in small groups with the Teacher or TA on letters/sounds/words that are appropriate for their level. The sounds we are learning are shown in the weekly overview.

Handwriting



Handwriting lessons are taught regularly in whole class sessions. Some children may do some fine motor skills/handwriting group work with the Teacher or TA.



Writing



- Children take part in regular writing activities. These will be a range of free choice, directed independent activities and work with the adults.
- We teach both fiction and non-fiction writing throughout the year, as well as poetry.
- For each writing unit, we teach specific grammar and punctuation objectives.
- Please see the weekly overviews for detail on the genre of writing that we are covering and any grammar and punctuation objectives.

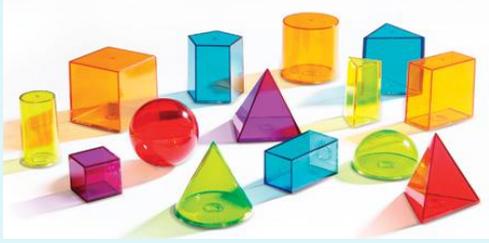
Maths



- Children will follow a Maths mastery curriculum.
- They follow longer units of work, sometimes lasting 4 or 5 weeks.
- This is to ensure children develop a deep understanding of the Maths, and have firm foundations in place as they move through the school.

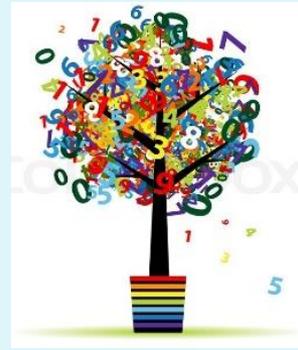
Year 1 Maths Curriculum Map												
	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6
Autumn	Numbers 1-10		Addition and Subtraction within 10				Shape		Numbers 11-20			
Spring	Numbers 11-20		Addition and Subtraction within 20			Numbers to 50			Length and Height Weight and Volume			
Summer	Multiplication and Division			Fractions	Position and Direction	Numbers to 100			Money		Time	

Maths



- Children are taught as a whole class, with short back and forth activities.
- We don't make any assumptions about how children will fare with an activity and they all have access to the same task. However, differentiation DOES still occur.
- We provide support for any child who might need it, and all children have access to the super challenge.
- Huge emphasis is placed on developing the children's reasoning and mathematical thinking skills, as well as their ability to explain their answer.

Maths



Milly is ordering these three ladybirds from the greatest amount of spots to least.



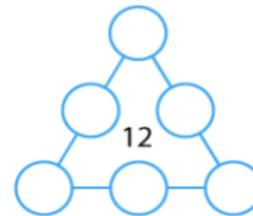
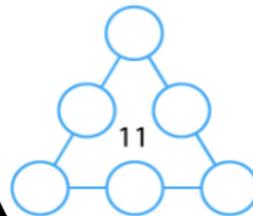
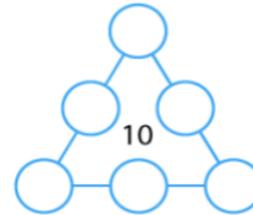
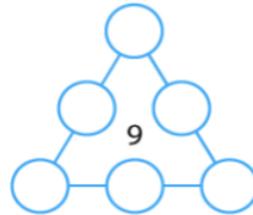
She says:



I can just compare the first two to work out the answer.

Do you agree? Explain why.

Use the digits 1-6 to make each side of the triangle add up to the number in the middle.



Dan says:



I am one year older than my sister.
My sister is one year older than my brother.
My brother is 7

How old is Dan?
Who is oldest?

Explain why.

Assessment

- We assess the children's understanding in every lesson and make notes on how they manage an activity and whether or not they have met the learning objective.
- These notes then feed into an individual assessment profile which is completed and updated every half term.
- Throughout the year teachers will complete the profile and will be able to inform you of any areas that your child may need to practise.
- The information collected on the assessment profiles will feed into a database which will give each child a score according to the expectations for the end of the year.
- At the end of the year you will be informed whether your child is working below, at or above the national average in each subject.

Interventions

- Some children will work with various members of staff in small groups, or individually, in order to provide further support in a specific area of the curriculum.
- Interventions take place during assembly times and in the afternoons. We timetable these carefully to ensure that the children do not miss out on learning in other areas of the curriculum.
- We will inform you if your child is taking part in an intervention when possible and provide you with further ways to help support your child at home.

Home Learning



- The children will continue to receive half termly home learning featuring a range of activities/projects.
- There will be a sheet of activities for Topic/Science, as well as a sheet for Maths and English for you to choose from every half term.
- We believe in providing a wide variety of learning activities that fit with the school's creative ethos.
- The activities are designed to bring parent and child together in a shared learning experience, demonstrating to the child that learning is not solely a teacher/pupil experience and can happen in the home as well as in school.
- Mymaths – your child may need support with some of the activities. If you think an activity is too hard, it is fine to leave it and possibly look at it again in a few months.

Behaviour

- Sunshine
- Golden Books
- Marbles
- Lots of praise!

Behaviour Chart

Stage 1

- If I'm talking when I'm supposed to be quiet...
- If I'm not doing what my teacher asks me...
- If I'm shouting and running inside the school...
- If I'm not looking after my classroom...
- If I'm not sharing things with other people...
- If I'm saying unkind things to other people...
- If I'm not listening in assembly...
- If I'm play fighting...

...then I'll get a reminder

...then I might be told to move carpet spaces

...then I might be told to move tables

...then I might be told to have some time out.

Stage 2

- If I do any of the stage 1 things a lot...
- If I hurt somebody else on purpose...
- If I fight with other people...
- If I'm rude to my teacher...
- If I'm throwing things in the classroom...
- If I walk away from the teacher when they are trying to talk to me...

...then I might have to miss my playtime

...then I might have to speak to _____

...then my teacher might have to tell the person who looks after me.

...then I might have to miss Golden Time.

Stage 3

- If I do any of the stage 2 things a lot...
- If I hurt someone badly...
- If I bully somebody ...
- If I get really angry and cause a lot of damage...
- If I try and leave school when I'm not supposed to...

...then I will have to speak to Mr Choueke or Mr Strange

...then Mr Choueke or Mr Strange will speak to the person who looks after me

...then I will miss my lunchtime play

...then I might not be allowed to join in with my class



Trips



- We encourage all parents/carers to make a voluntary donation to the school for each child (recommended £30) by Sunday 30th September
- Money received by this date will determine each year group's budget for trips in the 2019/20 academic year. No further payments for trips will be requested during the year, so it is important that parents/carers desiring to make a contribution meet this deadline.
- £30 is the recommended amount, but donations above this amount will be welcome. Amy in East reception will be informing the parents/carers class representatives of the progress of our collections and sending reminders out until the deadline.

We always need parent volunteers but unfortunately cannot always guarantee places on coaches, but you are always welcome to meet us there.

Other information

- **Problems or concerns:** As a staff, we are always open to meeting parents to discuss any issues they have. Please arrange a time with your class teacher.
- Please ensure that your child has a complete PE kit in school at all times. This should include footwear.
- Please also ensure that your child has a water bottle in school – the water fountains are outside the classroom and therefore it can be disruptive for children have use these during lesson times.
- Please ensure good attendance and punctuality.
- Lost property – it is helpful if your child's clothes are labelled with their name so that they can be returned to them.
- Shoelaces – if your child is wearing shoes with laces, please help them learn how to tie them up!

Website:

Please remember to check the website regularly as we try to put as much relevant information on it, including:

- Weekly overviews
- Home Learning
- Trip information
- Newsletters
- Lunch menus