

*Welcome to  
Year 1!*

# Meet the teachers

## The Year 1 Team



**Miss A Southam**  
**Venus Class**



**Mrs L Bush**  
**Earth Class**



**Mrs L Johnson**  
**Mercury Class**



**Mrs N Monk & Mrs K Coles**  
**Mars Class**



**Mrs R Penfold**

*Venus cover*



**Miss J Cooper**

*Earth Cover*



**Mrs J Rodd**

*Mercury cover*

# Other adults working within Year 1 and the wider school



**Mrs Bush**  
Achievement Lead



**Miss Cassell**  
Pastoral Lead



**Miss James**  
Children's Support Worker



**Mrs Webb**  
Family Support Worker

# Year /

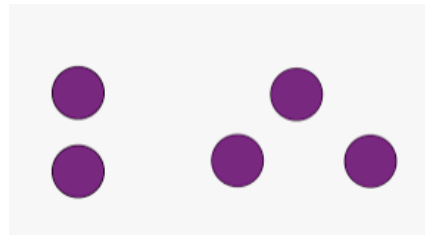
- Doors open at 8.45am.
- When the door is open by the teacher, children are encouraged to come in and settle in provision.
- The day finishes at 3.15pm.

# Maths

Children will learn mathematical fluency through the scheme **Number Sense** which they are familiar with from Reception.

As a starting point children will be looking to subitise objects to 5 and then 10.

Can you subitise?



We also use **Number Sense** and **White Rose** maths as the basis to our lessons.

Children learn maths practically using concrete materials.

Children will then progress to recognising pictorial representations before being introduced to mathematical symbols for example + and -.

# English Writing

- On a daily basis children will practice their oracy skills which will help them become better learners.
- Continuing from Reception children will learn text through the **Talk for Writing** scheme. They learn the text through drama and role play and come up with actions to help them remember the story/text. Through immersing themselves in the text this gives them the best opportunity in progressing to writing about it. Children then learn ways in which to change the text creatively and make it their own.



# Phonics



- There will be daily phonics lessons using Unlocking Letters and Sounds.
- Children's phonic knowledge will be continually assessed. Using this information we will provide children with extra support where necessary.
- Decodable books are given using these assessments

## Reception:

Phase 2: s a t p I n m d g o c k c k e u r h b f ff l ll ss

Common Exception Words: the to I no go into

Phase 3: j v w x y z zz qu ch sh th ng ai ee igh oa oo ar or ur ow oi ear air ure er

Common Exception Words: me we be he she was you they all are her

## Year 1:

Phase 4:

- Consolidation of phase 2 and 3 sounds
- Consonant blends (eg. sp)

Phase 5: Alternative spellings of sounds already taught phonemes



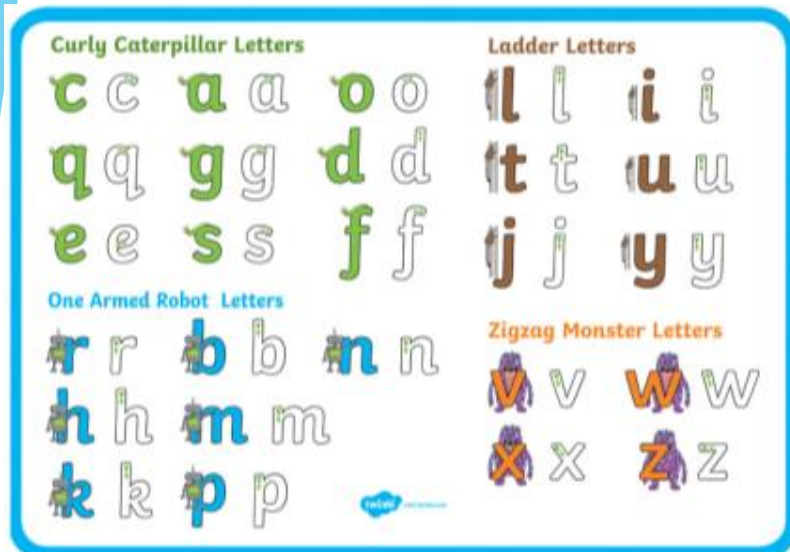
- All Year One children take part in a national phonics screening at the end of the academic year to assess their phonic knowledge.
- Children will be fully prepared and it is nothing to worry about.

# Reading

- Books will be changed once a week.
- Please listen to your child read as much as possible at home (a minimum of x3 week).
- Children will read with an adult once every week as part of a guided reading group. Children needing extra support with their reading will also read 1:1 with an adult every week.
- By the end of the school year your children should be reading Phase 5C decodable books and they pass their phonics screening assessment.
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- Every Tuesday all the Year 1 classes will visit the library and will have the opportunity to borrow a library book
- Term 2- we will be inviting adults to come and read with your children on a Friday morning.

# Handwriting

- We teach handwriting using the handwriting families.
- It is important that children learn how to form their letters and hold their pencil correctly.
- We will do short handwriting sessions 5 times a week.
- Children also continue using 'Funky Fingers' to exercise their hands and strengthen their fine motor skills.



An example of the patten we use when teaching handwriting:

c	Make a curve.
a	Make a curve, go up to the top, come back down and flick.
d	Make a curve, go all the way up, come back down and flick.
o	Make a curve, go all the way round.
s	Make a curve, slope, make a curve back again.
g	Make a curve, go up to the top, come all the way down and curve to the left.
q	Make a curve, go up to the top, come all the way down and flick.

# Spelling Bee



- Children will receive a termly spelling list.
- At the start of the year this will be very informal and practised on whiteboards.
- Term 1 spellings will be given out in week 3 once the children have settled. Throughout the year they will be learning 4 spellings a week which will be tested on a Friday.
- In the new year the children will be tested on all 20 spellings at the beginning of term and then again at the end of term to assess progress.

# Inquiry During Year —

Aim of our Inquiry Projects is to provide stimulating learning experiences so that the children can:

- ▶ Understand why the world is like it is
- ▶ Explore and how we can make it a better place
- ▶ Three Inquiry projects
- ▶ Term 1 and 2- **What a Wonderful World**
- ▶ Term 3 and 4- **Expedition Adventure**
- ▶ Term 5 and 6- **Time Capsule**

# Inquiry During Year —

- ▶ Each Inquiry has a lead subject area where the children will build up their knowledge of the world by working as
  - Geographers
  - Scientists
  - Historians
  - Engineers
  - Artists
- ▶ Each Inquiry has a final outcome designed so that the children can demonstrate and showcase their knowledge

# Inquiry

Our first Inquiry project will be  
What a Wonderful World

Children will be creating a 3D  
installation linked to the natural  
world.

Please keep any shoe boxes as we will  
ask for these towards the end of  
term.

This is a science based Inquiry where  
they will learn about animals, plants,  
habitats and climates.



# Trips and Experiences



We are really proud of our curriculum and the exciting learning opportunities that take place in our classrooms. We also know how important trips, experiences and visitors to school are to children's learning.

We have carefully sourced a range of trips, experiences or visitors that complement our inquiry projects.

As soon as we have these booked in for the year, we will let parents and carers know. We will also be using the Arbor app to set up payments including, hopefully, a range of payment schemes to help parents budget for the year ahead.



# Behaviour

- At school we seek to reward positive behaviour.
- We use Gem Powers as a clear and child friendly way to discuss behaviour for learning with the children. Every class has the Gem Powers displayed and class and individual reward charts that are consistently used to discuss and reward the children when they use their Gem Powers.
- Every Friday we celebrate 2 children in Achievement assembly based on Gem Powers they have used that week.
- If your child is not showing expected behaviours and is preventing themselves and others learning, the school has a behaviour policy which we follow.
- We will keep you informed of any successes as well as any concerns that we have surrounding your child's behaviour. Should we have concerns, we really appreciated your continued support with this.

# Metacognition: Gem Powers



Independence  
Thinking for yourself  
Problem solving



Resilience  
Bounce-back-ability  
Controlling anger



Supportive  
Kind  
Empathy



Focus  
Controlling  
monster  
distractions

# PE Kit

- PE days for Term 1 will be

Earth Class: Outdoor- Monday	Indoor- Wednesday
Venus Class: Outdoor- Tuesday	Indoor- Wednesday
Mercury Class: Outdoor- Tuesday	Indoor- Wednesday
Mars Class: Outdoor- Monday	Indoor- Wednesday

- Children should come into school in their PE kits on PE days
- Black shorts or leggings with a white t-shirt/PE t-shirt for indoor PE.
- Black tracksuit bottoms or shorts with a white t-shirt/school PE t-shirt and black trainers or daps for outdoor PE.

# Volunteering

We are always after parent volunteers in class to help with children's learning. If this is something you are interested in doing, please speak to your child's class teacher after the meeting.

If you have any  
questions and/or would  
like to visit your child's  
classroom please go  
down to the year 1  
classrooms.

Thanks for listening!