



*Welcome to Year 1*

# The Year One Team



Squirrels – Miss Snow and Mrs Trusson



# The Year One Team



Badgers – Miss Laws and Miss Baker



# The Year One Team



Hedgehogs – Mrs Richards and Miss  
Smeeth



# The Year One Team

Rabbits – Mrs Watson, Miss Ramsden  
and Mrs Smith



# Special Educational Needs

- ✓ If your child needs additional support in school, then the class teacher will contact you to discuss this.
- ✓ Your child may receive 'school support' and be put on the Special Educational Needs register.
- ✓ Additional targets will then be set which will be shared with you during a separate meeting. These targets will be reviewed once a term.
- ✓ Your child may then use an IEP goals card in their lessons, with their targets on, collecting stickers when they are successful in making progress towards their target.

# Pastoral Care

- ✓ Our TEACH Trust schools are not just about academic achievements, but the safety and development of the whole child too.
- ✓ We recognise that, for *all our children* to achieve their full potential, we also need to take care of their emotional well-being.
- ✓ All staff in all the TEACH Trust schools work together to support the children to achieve their very best educationally, socially, physically and emotionally.

# Settling into Year One

- ✓ Transition events with EYFS during Summer term
- ✓ We will spend the first two days getting to know each child through wellbeing activities.
- ✓ Initially, we have a similar timetable as the children have in EYFS during the summer term.
- ✓ Adapting planning to be more like EYFS.
- ✓ Adapted timetable for part of Autumn Term to include Discover and Explore.

## Differences between EYFS and Year 1

- ✓ Snacks are had at play time, not a separate time.
- ✓ Children will change their own reading books (twice a week), give in their own reading records (every day).
- ✓ Children will need to ask for drinks and the toilet, similar to EYFS.
- ✓ Lots of children relish the new structure of their day!

# Differences between EYFS and Year 1

- ✓ We don't do Forest School, so no need for wellies etc.
- ✓ We don't use sound books or show and tell books, so please take these out of their bookbags.
- ✓ In their book bags, they only need their reading record, homework folder, reading book (maybe spare pants and socks).
- ✓ Please do check all names and make sure it doesn't include their previous class.

# Our timetable

- ✓ Fiddly fingers
- ✓ Reading
- ✓ Literacy
- ✓ Phonics sessions
- ✓ Maths
- ✓ Handwriting
- ✓ Discover and Explore in Autumn Term
- ✓ Inside PE, Outdoor Games, Science and Music lessons once a week
- ✓ History, Art, DT, Geography- topic based
- ✓ Computing, Religion and Worldviews, PSHE every other week

# Integrated curriculum

- ✓ Making learning purposeful and relevant
- ✓ Working towards an outcome
  - Sparkly Starters, Fab Finishes
  - Link objectives from different subjects
  - Writing and Maths linked to topic lessons where possible
  - All areas of curriculum covered in an interesting way
  - Each topic has two or three main focus areas

# Our topics

## AUTUMN

*Once Upon a Time (7 weeks)*

*Paddington's Party (5 weeks)*

*Jingle Bells (2 weeks)*



## SPRING

*Under the Sea (6 weeks)*

*Knights, Tales and Dragon Scales (6 weeks)*



## SUMMER

*Roots, Shoots and Muddy Boots (6 weeks)*

*We Like to Move it, Move it! (7 weeks)*

# Roots, Shoots and Muddy Boots

*Sparkly Starter: Trip to Upton Country Park*

*Fab Finish: Plant Sale*

## Science

Plants and the things they need to grow

## Geography

Geographical skills, using atlases, globes, maps and aerial photographs

## Art and Design

Creating their own Van Gogh artwork - Sunflowers



# Fantastic events to look forward to in Year One

- ✓ Storytellers and drama workshops
- ✓ Dress up days
- ✓ Tea Parties
- ✓ Christmas Performance
- ✓ Trip to Upton Country Park
- ✓ Plant sale
- ✓ Picnics
- ✓ And much more!

# Whole school dressing up



Julia  
Donaldson  
Character Day  
– Autumn 1

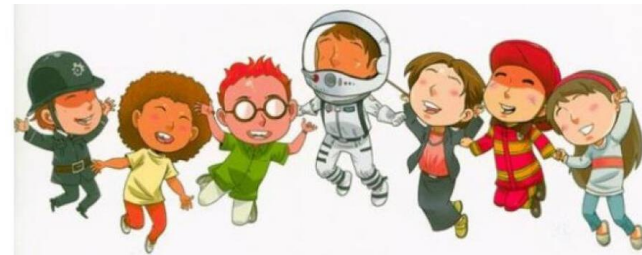


Children In  
Need –  
Autumn 2



World Book  
Day – Spring 1

Christmas  
Jumper Day –  
Autumn 2



When I grow up day  
– Summer 2

# Dressing up in Year One



Fairy Tale  
Dress Up Day  
– Autumn 1



Paddington's Party –  
Autumn 2



Storyteller  
Dress Up Day  
– Spring 2



Sports Activity  
Morning – Summer 2

# The Importance of Reading

- ✓ Reading with adults in school (at least twice a week)
- ✓ School policy - expectation that the children read a minimum of three times a week at home
- ✓ Friday reading opportunities
- ✓ Usually a more challenging text will be read in school than the one sent home
- ✓ Comprehension focus during guided reading lessons
- ✓ Focus on phonics- sounding out and blending

# The Importance of Reading

- ✓ Celebrating reading successes
- ✓ Changing reading books on a Monday and Friday
- ✓ Library books
- ✓ Language development
- ✓ Little reading library on playground
- ✓ Phonics word cards
- ✓ Tricky words
- ✓ Phonics check in June



# Reading

Researchers in the United States looked at the impact of reading. Here's how many words children would have heard/read by the time they were 5 years old:

Never read 4,662 words

1-2 times per week 63,570

3-5 times per week 169,520 words

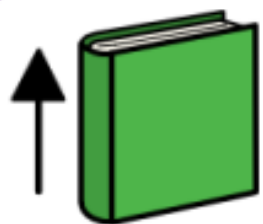
7 days a week 296,660 words

# Reading

*'The best writers are always readers'*

*Pie Corbett*

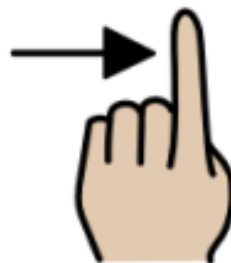
- ✓ Listen to them read
- ✓ Read BB books
- ✓ Strategy card in reading record
- ✓ Talk about the book
- ✓ Ask questions
- ✓ Read to them
- ✓ Visit the library
- ✓ Let them see you reading



Hold the book the correct way.



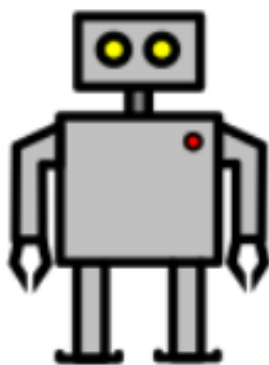
Turn the pages right to left.



Use your pointing finger.



Sound out words carefully.

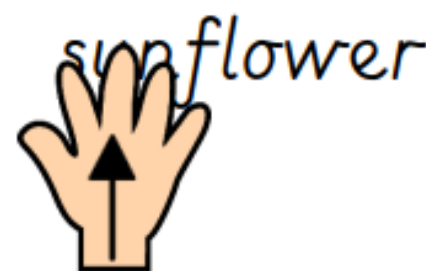


Use robot arms to help you blend.



**l** oo **k**

Look for the graphemes you know.



Break up longer words - covering with your hand.

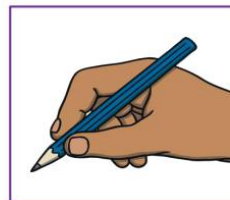
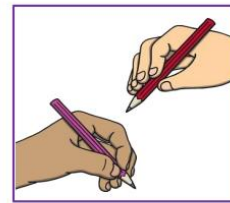
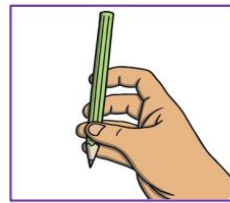
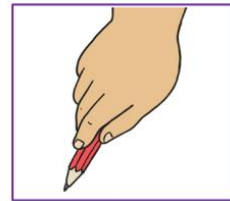
# KS1 Phonics Check

- ✓ Takes place in June
- ✓ Children are asked to read 40 words.
- ✓ 20 are 'alien' words – words that are not real but are decodable.
- ✓ 20 are real words.
- ✓ Pass mark is 32 and you will be informed how your child has done at the end of the school year.
- ✓ Passing the checker shows your child is able to decode and blend words that have up to phase 5 sounds.
- ✓ Even if they pass, they may still need extra support.
- ✓ If they don't pass, they will be supported further in Year 2.
- ✓ Last year, we achieved 95%

# Handwriting

- ✓ Daily fine motor activities in *Fiddly Fingers*
- ✓ Teach handwriting discreetly as well as through our writing lessons
- ✓ We will be looking for correct pencil grip to improve handwriting.

Pencil grip progression



# Maths

- ✓ Fluency, problem solving and reasoning.
- ✓ A 'Mastery' curriculum – spend longer on objectives.
- ✓ Fundamental skills and knowledge secured then applied.
- ✓ Make connections, not just stand alone skills.
- ✓ Ensure that what is learnt is sustained over time.
- ✓ Based on 'Concrete, Pictorial, Abstract' approach.
- ✓ Use of precise questioning.
- ✓ Learning deepened through rich and varied problems.
- ✓ Workshop in October

# Confident mathematicians

- ✓ Counting in: 2s, 10s, 5s
- ✓ Counting forwards to 100 and backwards from 100
- ✓ Number bonds to 10 and 20
- ✓ Addition and Subtraction – 1 digit and 1 digit e.g.  $6 + 4 =$   
2 digit and 1 digit e.g.  $14 + 6 =$
- ✓ Multiplication and division  
KS1 math's workshop later in this year

# PSHE – Trick Box

TRICK BOX®

Creating Happy Life Habits  
and managing the tricky bits!



Join us in supporting your child to build their confidence and communication skills, manage emotions and find solutions to challenges.

The Trick Box programme develops personal skills in 4 key areas through positive habit formation. Confidence, calm, communication and creativity.



Together we will practise and model the tricks taught through the PSHE curriculum, encouraging your child to use their new found skills.

The following pages will indicate what tricks are taught each academic year along with the tricks that are continuously practised to ensure embedded learning.



# PSHE – Trick Box

YEAR 1

Autumn

Spring

Summer



## Big Voice

*I will learn to believe in my self.*

*Demonstrate self-belief – let them hear you give yourself a pep talk. "I can do it!, I CAN DO IT!"*

*Encourage your child to use their positive thoughts too.*

*I believed in myself and never gave up!*



## Sunny Side

*Develop positive thinking patterns.*

*Support your child to find the sunny side! It might be raining so we cant go to the park – but that means we can build a den or watch a movie together.*

*I can choose to think about things in a sunnier way.*



## Light Bulb

*Become a problem solver.*

*Support your child to be a creative thinker – encourage them to ask questions and challenge perceptions. Talk through the possibilities.*

*"Our usual path to the park is blocked – what could we do?"*

*I can stop and think and find a solution.*

RECAP



# Our Expectations

- ✓ TEACH values
- ✓ Developing independence
- ✓ Follow Classroom Charter
- ✓ Take ownership for behaviour and learning
- ✓ Recognise and value importance of a positive attitude to learning

# Our Expectations

- ✓ Behaviour Reward system - concentration, effort, quality of work produced
- ✓ Shooting Star - Rights Respecting role model
- ✓ Rainbow/Sunshine - Follows Classroom Charter
- ✓ Cloud - Missing a couple of minutes of Sparkletime - time to reflect



# Rewards in Year One

- ✓ Golden Certificates
- ✓ Values Certificates
- ✓ Reading Stars
- ✓ Sparkle time
- ✓ Class rewards
- ✓ Class responsibilities



# Growth Mindset

## What Kind of Mindset Do You Have?



I can learn anything I want to.  
When I'm frustrated, I persevere.  
I want to challenge myself.  
When I fail, I learn.  
Tell me I try hard.  
If you succeed, I'm inspired.  
My effort and attitude determine everything.



I'm either good at it, or I'm not.  
When I'm frustrated, I give up.  
I don't like to be challenged.  
When I fail, I'm no good.  
Tell me I'm smart.  
If you succeed, I feel threatened.  
My abilities determine everything.

# General Information

- ✓ PE/Outdoor Games
  - Badgers (Mon and Thurs)
  - Squirrels (Tues and Weds)
  - Hedgehogs (Tues and Weds)
  - Rabbits (Mon and Thurs)
- ✓ Water bottles labelled
- ✓ Earrings
- ✓ PE Kits labelled
- ✓ Appropriate clothing for colder weather
- ✓ Collection arrangements
- ✓ Check the website
- ✓ Mile a Day
- ✓ Nut aware



# Learning at home

## ✓ Weekly

- Reading at least 3 times a week
- Spellings
- Numeracy

## ✓ Topic Home Learning



Have Fun!

# Home-School Links

- ✓ Topic Newsletters – sent every half term
- ✓ Parent Evenings – October & June/July
- ✓ Annual Reports - February
- ✓ Appointments – upon request
- ✓ School Website
- ✓ Workshops

# Uniform

## Acceptable

- ✓ Trousers or skirt – tailored and either grey, black or charcoal
- ✓ Pinafore – gray, black or charcoal.
- ✓ Socks – plain grey, black or white
- ✓ Tights – plain grey, black or white opaque or knitted.
- ✓ Polo shirt – plain white
- ✓ Jumper or cardigan – purple with school logo
- ✓ Shoes – traditional black and low heeled school shoes.
- ✓ velcro, laces, buckle or slip on.

## Not acceptable

- ✓ Trousers or skirt – fashion skirts, shorter than the knee, jeans, corduroy, leggings lycra, skinny trousers (beware some shops do sell these...!)
- ✓ Pinafore – shorter than the knee.
- ✓ Socks – coloured or patterned.
- ✓ Tights – fashion tights, coloured or patterned, bare feet, thin tights.
- ✓ Polo shirt – buttoned shirt or coloured polo top.
- ✓ Jumper or cardigan – hoodies, fleece, non-regulation jumper/cardigan.
- ✓ Shoes – trainers (even if black) hi tops, high heels, wedges, boots.
- ✓ Rucksacks – children have a book bag to carry their belongings.

# Uniform

## PE Kit

- ✓ T-shirt – plain white (no to branded).
- ✓ Shorts – black or white (fashion sports wear, leggings).
- ✓ Trainers for outdoor – velcro, laces (no to plimsolls).
- ✓ Tracksuit trousers – navy, black or grey (no to branding).
- ✓ PE Bag – drawstring

## Jewellery

- ✓ Earrings – two small plain stud-like (gold or silver)
- ✓ no coloured/patterned
- ✓ no hoops
- ✓ out on a PE day please (tape is not allowed)
- ✓ Watches – not a smart watch and no camera watches.
- ✓ No other jewellery is allowed.

## Hair/Make Up

- ✓ Conventional style and natural colour.
- ✓ Shoulder-length hair or longer tied up.
- ✓ Hairbands/headbands in black, white or purple
- ✓ No make up at all in school, included nail varnish, tattoo transfers, etc.

# Attendance

Being in school is important for your child's:

- Achievement
- Wellbeing
- Wider development

Primary school children in KS2 who did not achieve EXS for reading, writing and maths missed on average 4 more days per school year than those whose performance exceeded the expected standard (2019).

*Thank you for  
listening*

