



Welcome to Year 1

The Year One Team



Squirrels – Mrs Watson and Mrs Wells



The Year One Team



Badgers – Miss Laws and Miss Smeeth



The Year One Team



Hedgehogs – Mrs Richards and Miss
Donder



The Year One Team



Rabbits in September – Mrs Lee, Mrs Baker & Mrs Baker (TA)

After October half term – Mrs Lee, Miss Ramsden & Mrs Baker (TA)



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 and Forest School.

Differences between EYFS and Year 1



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

Differences between EYFS and Year 1



- ✓ We are going to do Forest School, so wellies can be left at school.
- ✓ 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 and BB reading book (maybe spare pants and socks).
- ✓ Please do check all names and make sure it doesn't include their previous class.

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
- ✓ Thinking Brain - Missing a minutes of playtime - time to reflect



Rewards in Year One

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



Our timetable



- ✓ Fiddly fingers
- ✓ Reading
- ✓ English
- ✓ 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

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 the library and Upton Country Park
- ✓ Plant sale
- ✓ Picnics
- ✓ And much more!

Whole school dressing up



Julia
Donaldson
Character Day
— Autumn 1



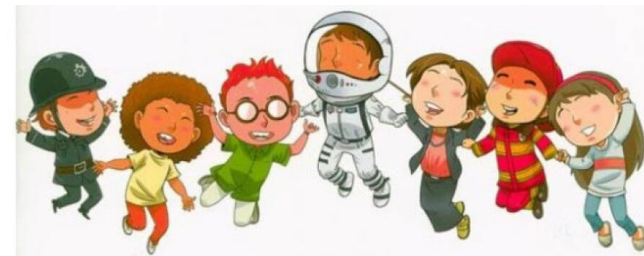
Children In
Need —
Autumn 2



World Book
Day — Spring 1



Christmas
Jumper Day —
Autumn 2



When I grow up day
— Summer 2

Dressing up in Year One



Storyteller
Dress Up Day
— Spring 2



Paddington's Party —
Autumn 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

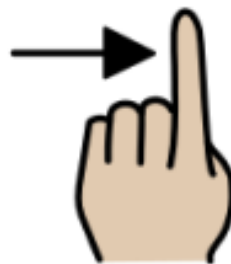
- ✓ Listen to them read
- ✓ Read BB books
- ✓ Strategy card in reading record
- ✓ Talk about the book
- ✓ Ask questions
- ✓ Read to them
- ✓ Visit the library
- ✓ Let them see you reading



Hold the book the
correct way.



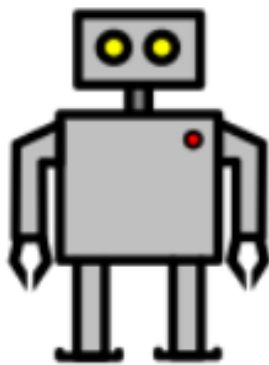
Turn the pages
right to left.



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



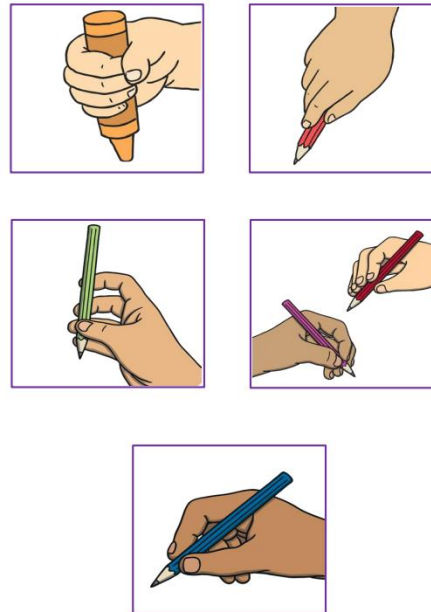
- ✓ Statutory and takes place in June each year
- ✓ Passing the checker shows your child is able to decode and blend words that include up to phonics Phase 5 sounds
- ✓ Last year, we achieved a pass rate of 90%, well above national average.
- ✓ There will be a parents' meeting about this closer to the time

Handwriting



- ✓ Daily fine motor activities in Fiddly Fingers
- ✓ Teach handwriting discreetly as well as through our writing lessons
- ✓ The child must hold their pencil in the tripod grip.

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 maths workshop later in this year



PSHE – Trick Box



YEAR 1

Autumn



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!

Spring



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.

Summer



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



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/Forest School
 - Badgers (Mon and Thurs)
 - Squirrels (Mon and Weds)
 - Hedgehogs (Tues and Weds)
 - Rabbits (Tues 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
- Maths – set on Doodle

✓ Topic Home Learning



Have Fun!

Home-School Links



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

Uniform



	✓	✗
Trousers	Grey, black or charcoal tailored trousers. School conventional material. Full length	Jeans, corduroy, leggings, Lycra, skinny trousers
Jumper/ cardigan	Purple with school logo	Other jumpers, hoodies, sweatshirts etc.
Skirts/ pinafore	Grey, black or charcoal knee length skirt/ dress	Fashion skirts or dresses, shorter than the knee
Socks and tights	Plain grey, black or white	Fashion tights, coloured or patterned socks/ tights, bare feet
Polo shirt	Plain white or with school logo	Coloured polo shirts, shirts with motifs
Shoes	Traditional flat black shoes. Velcro, laces, buckles or slip-ons.	Trainers, boots, high heels, wedges, open toed sandals, sling backs.

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).

Online Safety



- ✓ It is incredibly important that we teach the children how to stay safe when using technology.
- ✓ We teach it in Autumn 1 but recap it every lesson.
- ✓ Passwords/log in information – private.
- ✓ Tell a trusted adult – the most important rule.

*Thank you for
listening!*



*Please do visit your child's teacher in their
new classroom.*