



Welcome to Year 1

The Year One Team



Squirrels – Miss Snow and Mrs Trusson



The Year One Team



Hedgehogs – Mrs Watson, Mrs Cole
and Mrs Coleman



The Year One Team



Badgers – Miss Laws and Miss Smeeth



The Year One Team

Rabbits – Mrs Lee and Mrs Smith



What have we done to help the children settle into Year One?

- ✓ We are spending the first two days getting to know each child through wellbeing activities.
- ✓ Initially, EYFS and Y1 have the same timetable as the children had in the summer term.
- ✓ Adapting planning to be more like EYFS.
- ✓ Adapted timetable for part of Autumn Term to include Discover and Explore.
- ✓ Forest School

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
- ✓ ICT, RE, 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!

Dress up days

- ✓ Once Upon a Time- Fairytale character
- ✓ Paddington's Party- Party clothes
- ✓ Sponsored read week- Julia Donaldson Character
- ✓ World Book Day
- ✓ Knights, Tales and Dragon Scales- Knights, princesses, dragons
- ✓ We like to Move it, Move it – Sports clothes
- ✓ When I grow up day

The Importance of Reading

- ✓ Reading with adults in school (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
- ✓ 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

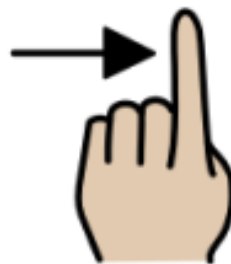
- ✓ Listen to them read
- ✓ Read BB books
- ✓ Strategy card in reading record
- ✓ Talk about the book
- ✓ Ask questions
- ✓ Read to them
- ✓ Visit the library
- ✓ Let them see you reading



Hold the book the
correct way.



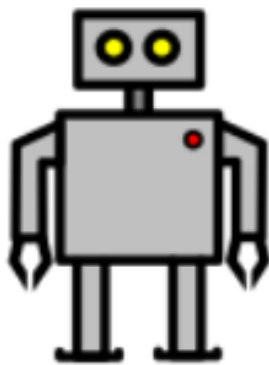
Turn the pages
right to left.



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 in the EOY report how your child has done.
- ✓ 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 90%

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.

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

Teach Values

T rust

E xcellence

A spiration

C ollaboration

H onesty

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 Weds)
 - Squirrels (Mon and Weds)
 - Hedgehogs (Weds and Thurs)
 - Rabbits (Mon and Tues)
- ✓ Water bottles labelled
- ✓ Earrings
- ✓ PE Kits labelled
- ✓ Appropriate clothing for colder weather
- ✓ Collection arrangements
- ✓ Check the website
- ✓ Mile a Day
- ✓ Nut aware
- ✓ Wellies will be returned at half term



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.

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*

