

*Key Stage One
Year 1*



Miss Gray
1G – Class Teacher



Mrs Painter
1P – Class Teacher



Miss Christensen
Year 1

The Year 1 team



Mrs Brooksbank
1G – Teaching
Assistant



Mrs Fox
1P - Teaching
Assistant

Expectations regarding behaviour and attitude...

- We have a consistent approach, following the school behaviour policy



Be kind and caring
towards others










Be focused and
committed to learning



Listen carefully and
follow instructions



Be respectful towards
other people and
equipment

| Pre-Stage 1: Reminder of Expectations | | |
|---------------------------------------|--|--|
| 1 |  Verbal Warning We will not speak with home | Low-level disruption Swinging on chair, calling out, answering back or disrupting the learning of others Lack of respect for school property |
| 2 |  5-minute reflection We will not speak with home *Y4-6 lose behaviour point | Continuing low-level disruption You have not responded to your verbal warning |
| 3 |  *10-minute reflection We might need to speak with home | Inappropriate behaviour or language that was unintended Swearing (with no understanding of meaning), any form of discrimination Low-level physical contact Pushing to get somewhere Irritating physical contact e.g. tapping someone repeatedly |
| 4 |  *Move to another class + 10-minute reflection We will speak with home | Deliberate damage to school property or resources If it's your third 10-minute reflection in 1 week Physical contact but you didn't mean to hurt the other person e.g. Pushing to the front and someone falls over Damage to school property or resources that cannot be easily fixed e.g. sawing the table with a ruler, graffiti Refusal to follow an adult's instructions |
| 5 |  *Visit to Phase Leader or FLT member NOTE: minimum sanction is missing of next break/lunch We will speak with home | Intentional inappropriate behaviour or use of language Swearing or any form of discrimination Physical violence that intentionally causes harm Punching, kicking, fighting, push and/or pulling with deliberate force Lasting damage to school building, property or resources IT equipment, windows etc |
| 6 |  *Visit to Mr Hurst, Mrs Robinson or Miss Grimshaw We will speak with home | After two visits to the Phase Leader in 1 week |
| 7 |  *Visit to Headteacher We will speak with home | Further red or amber incidents even after visiting Mr Hurst, Mrs Robinson or Miss Grimshaw |



Attendance

Please help by ensuring:

- Your child attends school every day
- Your child is aware of our attendance reward system and is proud of their attendance
- You inform school if your child is sick
- You do not book holidays during term time





Uniform

- Grey trousers, skirt or dress
- White polo shirt
- Red cardigan or jumper
- Children should come to school in their P.E kit on P.E days. This should be black shorts/tracksuit bottoms, white T-shirt and a jumper or hoody. Outdoor trainers and pumps. No football kits.
- Please name all jumpers/cardigans and coats.



What is important to us this year in Year 1

- Ensuring that all children settle quickly and feel happy and safe
- Fostering a love of learning in all children
- Encouraging all children to be good communicators
- Making each lesson is interactive as possible. Using both the indoor and outdoor environment.
- Having a daily focus on maths, reading, phonics, spelling and handwriting. These are the essential building blocks for learning in Year 1





What a typical day in Year 1 looks like:

- Phonics, Reading & Spellings
- Maths
- English
- Class text
- P.E / History/ Geography / R.E / Science / PSHE/ Computing
- Indoor choosing time & outdoor play (ball court, adventure playground & outdoor gym)
- Assembly with the rest of Key Stage One

Read Write Inc.

Phonics

Phonics

- Daily phonics lessons in school
- Your child will take home a reading book which they can fluently read. They will also take home a story book will be matched with phonic ability
- School website has more information. You can find this by clicking on 'curriculum', 'phonics' then 'parent information slides'
- Phonics screening in summer term



How your children will learn to be fluent readers and to love books:

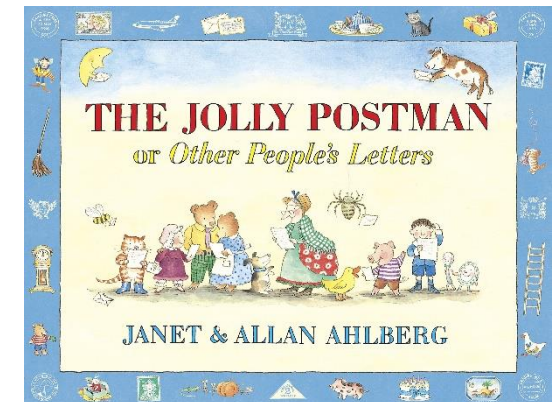
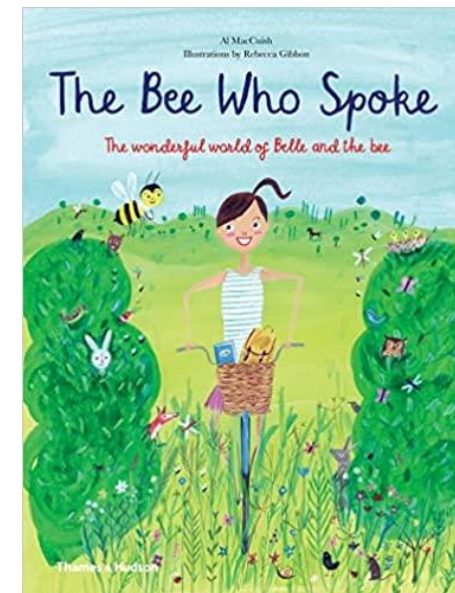
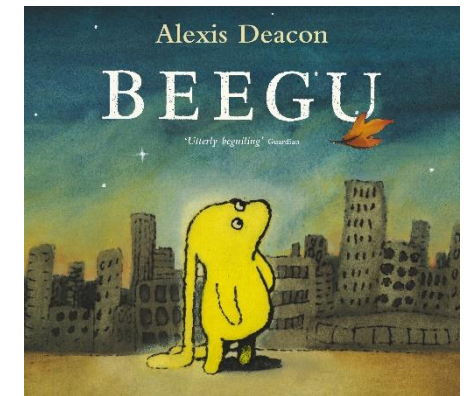
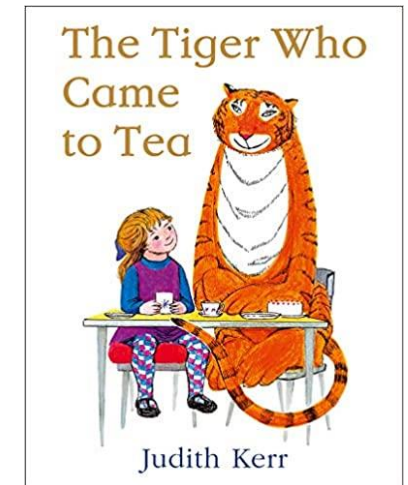
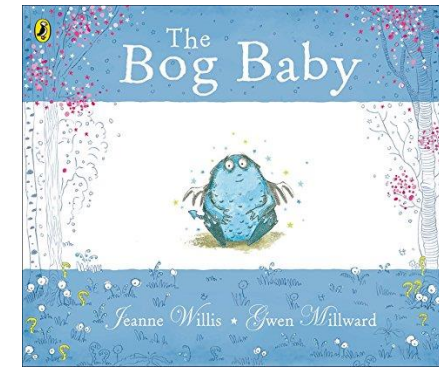
- Daily Reading sessions in phonics
- Individual reading books (coming soon)
- Regular access to the class reading area
- Visiting the KS1 library on a weekly basis
- Sharing a class text daily
- Sharing stories with older children
- Reading opportunities planned in lessons across the curriculum
- Reading treats with visits to the library, reading shed
- Oxford Owl online library at home



Writing expectations in Year 1:

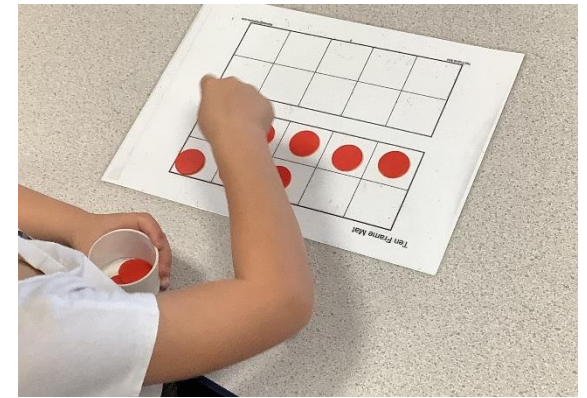
Children need to be able to:

- Write a sequence of sentences
- Punctuate each sentence with a capital letter and full stop
- Form all letters correctly
- Use the conjunction 'and' to join clauses
- Use their phonics understanding to spell
- Spell most Year 1 words correctly

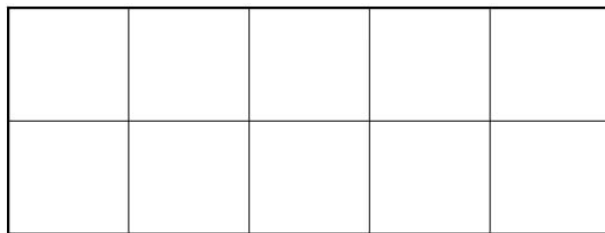


Maths in Year 1:

- Maths is taught everyday and the children use lots of resources to support their understanding of maths
- Everyday we flashback to prior learning and count forwards and backwards. We also work on number recognition (number and word) and practise our KIRFs.
- KIRFs (Key Instant Recall Facts) We learn these facts everyday. We will send these home at the start of each half term so you can practise with them.
- 4 times a week we have a short 10 minute session focused on mastering numbers. This develops a secure foundation in development of good number sense.



Ten Frame Mat





Geography and History

Each half we will focus on either Geography or History.

| | | | | | | |
|------------------|--|---|--|--|---|---|
| Geography | Spatial Sense 1. Aerial Views 2. Maps 3. Location 4. Compass Points 5. Drawing map | | The UK 1. The four countries in the United Kingdom 2. Scotland 3. Wales 4. Northern Ireland 5. England | | Seven Continents 1. Europe 2. Antarctica 3. Africa 4. Asia 5. North and South America 6. Australia | |
| History | | What was it like when Grandad was little? Changes over time | | What was it like when Grandad was little? The Jowett Brother – A local study | | Who is our Monarch? The Royal Family. |

Science

- Animals including humans
- Everyday materials
- Plants
- Seasonal change



Throughout the year children will take part in scientific enquires such as:

- Observing closely
- Performing simple tests
- Identifying and classifying

Enhancing our learning with off site visits





Creative Carousel

At the end of each half term we will spend 2 to 3 days immersed in being creative.

We will have a different focus each half term over the course of the year.

Autumn 1- James Brunt Natural art

Autumn 2- Kadinsky Line and pattern

Spring 1- Paper crafts

Spring 2- Mechanisms moving pictures

Term 5- David Hockney Mountains of Yorkshire

Term 6- Fruit salads



Sketchbooks

Each week we will have time in our sketchbooks for the child to develop drawing skills.



Fantastic Friday



Homework




- Homework will be set and sent home every **Friday**
- It should be returned to school the following **Thursday**
- It will comprise of spellings (**tricky words, common exception words and spelling rules**) that the children will learn the following week in school as well as at home.
- KIRFs – New ones half termly to be practised daily
- Hearing your child read every day is also part of their homework routine. Please try and hear them read at least 3 times. Children that have read 3 times and have their diary signed, will receive a reading treat. Soon your child will be bringing home a reading book & a library.



Spelling games

Each week your child will receive a list spellings to learn.

- Here are some ideas of game that you can play at home to help your child with their spellings;
 - Rainbow words – write on top of the word multiple times using different colours 
 - Snap
 - Look cover write check
 - Fix it - Cut up the word, mix it up then put it back together again

How you can support and help your child achieve...



- Talk to them about their day at school
- Hear your child read
- Support with homework
- Ensure they attend school every day
- **Be proud of your child's achievements!**