

Welcome to  
Year One!

Mrs A Bloor and  
Miss J Day.

# Staff in Year One.

## Magnificent Maples

- Miss A Burton- Teacher and Key Stage One Phase Leader
- Mrs L Holmes- Learning Assistant

## Wonderful Willows

- Miss J Day - Teacher
- Mrs L Mitchell- Learning Assistant

# Our topic overview.

Autumn 1:

Who am I?

Dates for your diary-

- 12<sup>th</sup> October 2017- Christening at St. Matthias Church which you are welcome to attend, times on the day yet to be arranged.
- 11<sup>th</sup> October 2017- Harvest Festival.

# Our topic overview.

Autumn 2:

Are our toys better than our Grandparent's toys?

Dates for your diary:

- Friday 3<sup>rd</sup> November 2017 -Weston Park Trip
- Friday 17<sup>th</sup> November 2017- Parent workshops to make a Nativity. Please save junk modelling equipment.

# Our topic overview.

Spring 1:

Are you an Al-Hakawati?

Dates for your diary-

- Tuesday 9<sup>th</sup> January 2018 Arabian Art Day.
- Friday 16<sup>th</sup> February 2018 Aladdin Dress up day.

# Our topic overview.

Spring 2:

What makes explorers brave?

Dates for your diary-

- 🕒 Wednesday 28<sup>th</sup> February 2018- a very exciting Explorer treasure hunt.
- 🕒 Friday 2<sup>3rd</sup> March 2018- Conkers Trip

# Our topic overview.

Summer 1 :

Could you survive in the Savannah?

Dates for your diary-

- Tuesday 17<sup>th</sup> April 2018- African animal dress up day.
- Tuesday 22<sup>nd</sup> May 2018- Tribal Workshop.

# Our topic overview.

Summer 2:

Why do we love to be beside the seaside?

Dates for your diary-

- Friday 15<sup>th</sup> June 2018- Llandudno Trip!
- W/C PHONICS SCREENING.
- Monday 16<sup>th</sup> July 2018- Chip shop food experience.

# We aim for a smooth transition.....

- ❖ In Reception the children were being taught once a week in the more structured KS1 way.
- ❖ This has supported the transition to KS1 where we aim to be fully structured within the first half term.
- ❖ We feel this is needed due to the increased level of content required to teach in Y1.
- ❖ Child initiated learning will still occur whilst teachers lead guided groups to allow children to adjust to Key Stage One.
- ❖ Familiar Chilli challenges are being completed at the moment.

# Structure...

Morning:

- ⦿ When the children arrive they will have a morning activity on their desks.
- ⦿ Then, into Praise Time.
- ⦿ After assembly **Phonics** is taught until 9.50am.
- ⦿ **English** is taught from 9.50am until 10.45 am.
- ⦿ Break in KS1 is 10.45am-11am where there are 2 members of staff present and another playing games with the children.
- ⦿ After break until lunch at 12pm is **Maths.**

# Afternoon...

- Afternoons are based on the **Creative Curriculum** which works through answering a different question each week related to our topic.
- There are also two PE sessions each week.

As soon as we believe possible we will be including a **Guided Reading** session into the afternoon's teaching.

# Behaviour

We are a Rights Respecting School (RRS), we all have rights, but we also have responsibilities to help to make Priory the best that it can be.

All children are aware that if they make the right choices, they choose positive consequences, now called Dojo rewards. As a class these will contribute to Super Class; individually the system is being updated and you will be informed in September.

If students don't fulfil their responsibilities then they face consequences, which will show as a negative Dojo.

If a child consistently chooses negative Dojos, you will be asked to attend school to discuss how we can best support your child to make the right choices.

If you log into Dojo, you will be able to see your child's progress at all times.

# Class Dojo

- As with the year just gone this will be used to:
- Record children's positive/negative dojos
- Share class stories
- Send/receive messages. Please make sure that all messages come through Dojo to the class teacher.



# Reading diary...

- All pupils are given a reading diary in which to record their reading at home. Please record a log of your child's reading in here with a comment to say how they did. "Super phonics, knew ay sound" etc.
- Messages that are important should not be written in here and need to be a dojo message or please speak to a member of team on the door who will record your message in a book.
- Daily reading has the most impact on your child's progress, we would encourage you to spend at least 10 minutes every night reading with your child and questioning them about the text.

# Benchmark testing...

- ◎ Generally, pupils will be benchmark tested once per half term – if they have read widely enough. If they reach 96% accuracy and answer a number of comprehension questions correctly they will move up a level.
- ◎ If there is a disparity between the child's reading accuracy and comprehension then the pupil will remain at the same level and be offered further support with reading comprehension.

# Guided Reading...

- There are 5 sessions each week and the children will be grouped into 5 different groups based on their reading ability.
- Once a week a small group work with the teacher on a shared text - during these sessions children will develop their phonic, reading and comprehension skills.
- For the other guided reading sessions they will participate in a variety of reading activities.

# Spellings...

Children will be given a number of spellings to work on each week which are tested on a Friday. They will be working on these daily at school by completing Spell zoo in the mornings and will have a pack to bring home.

Please practice these at home every night and use cursive handwriting. We are aiming to have all the children in Year 1 joining as soon as possible.

# Homework...

Pupils will receive three pieces of homework per week:

- 1) Spellings – 6 per week around the particular spelling rule being worked on in class.
- 2) A piece of English homework – either SPAG.com or writing, linked to class learning.
- 3) A piece of Maths homework, linked to the class learning.

**Homework is set on a Friday and is due in by the following Wednesday.**

# Expectations...

- ⦿ We both have extremely high expectations, along with the rest of the staff in school.
- ⦿ With these expectations we aim to transition into structured whole class teaching within the first half term.
- ⦿ Pupils are set a target for Reading, Writing and Maths at the beginning of the year, to achieve by the end of the year.
- ⦿ These will be labelled B/ B+ (Basic knowledge/ understanding), A/ +(Advancing) or D/ D+ (Deep).

# Special Educational Needs and Disability. (SEND)

If your child has been identified as having a SEND, then you should have already been made aware of it. They will have a Pupil Passport with targets to focus on both in class and during specific interventions to close gaps, during the term.

Progress is reviewed all the time and each term, you will be asked to attend a review meeting, where we will discuss the impact of the support that your child is receiving and what their next steps are.

We would hope that you view this support positively and assist your child with any interventions that they may be involved in.

# Uniform and P.E

- ⦿ The school requests that P.E. kit should consist of a team coloured t-shirt, dark shorts (blue or black) and **pumps** for inside lessons, **trainers** are allowed when outside. We would ask that you stick to this kit and make sure it is all named.
- ⦿ PE kit should be kept in school and taken home to be washed each half term.
- ⦿ Hair needs to be tied up and earrings must be covered with plasters. If they are able to be removed, the child must do this for themselves.
- ⦿ For hygiene reasons please supply your child with a **named** water bottle which will be sent home each night.

# Our door is always open:

- We look forward to working with both your children and yourselves and are excited about the year ahead.