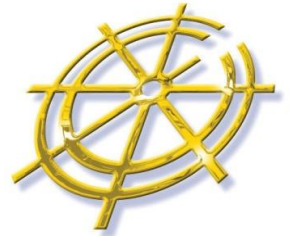




Year 1 Impact Meeting September 2016

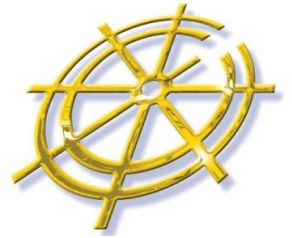
Mrs Whyatt (Mrs Lyons)
Mr Kutner (Mrs Byrne)

Drop off and Pick Up



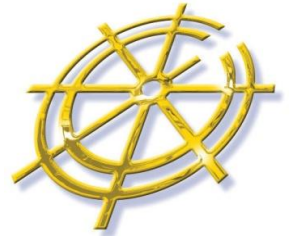
- Notes to Mrs Haran on the slope
- Pick up:
 - 1 K – in front of decking
 - 1W – on the stage
- Inform office of any changes during the school day
- Complete Pick Up Arrangement Form

Punctuality



- 8:50am the register will be taken
- After 8:50am the children will be marked as late in the register

Summer Uniform



-
- No Jewellery (except watches or stud earrings)
 - No dyed hair or marks shaved into hair
 - No hair gel
 - Hair must be tied back if below your shoulders.

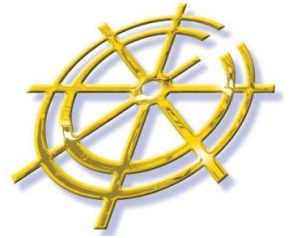
•School Uniform

- Blue Polo Shirts
- Sweatshirt or Cardigan
- Grey shorts / plain blue skorts
- Boys: grey or black socks Girls: White socks
- Black school shoes or black/navy trainers

•PE Days

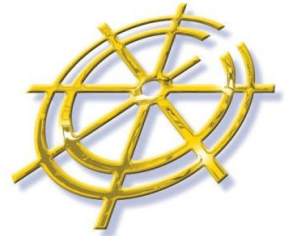
- Shorts/Skorts
- House T-Shirts
- white socks
- Trainers (not astro boots)
- Sweatshirt or hoodie

Birthdays



- If you would like to bring something in for the children to enjoy on your child's birthday you can bring:
 - Fruit from a tree
 - A book
- No cakes, biscuits, chocolate or sweets!! We're a healthy school!

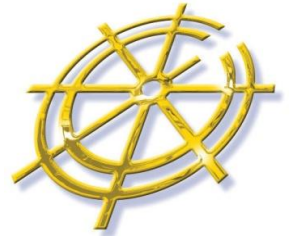
Packed Lunches



We have just achieved our Healthy School Gold Award and our Gold School Travel Plan for encouraging the children to be physically active and healthy. Their packed lunches (in school OR on school trips) shouldn't include:

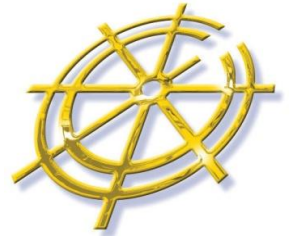
- fizzy drinks
- any sort of chocolate
- crisps
- sweets

Water Bottles



Please ensure all children have a water bottle in school every day.

Behaviour Policy



We use praise to reinforce good behaviour and encourage others to follow.

We also use the house stars to award for positive behaviour.

If your child doesn't follow the golden rules, they will be given:

- Reminder
- Warning
- 5 minutes thinking time (Parents informed)
- 10 minutes thinking time in another class (Parents informed)

Religious Education



Prayer Life

- Prayer Services
 - 1W – 3rd July
 - 1K - 26th June
- Class Masses
 - 1W - 23rd May
 - 1K - 16th May

RE Curriculum

6 units

Liturgical Year (Advent/Lent)

Church Visit

SEAL/PSHE (links to RE)

Numeracy



Age Related Expectations

What the National Curriculum requires in mathematics at Y1

Number and place value

- count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
- given a number, identify one more and one less
- identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
- read and write numbers from 1 to 20 in numerals and words.

Number – addition and subtraction

- read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs
- represent and use number bonds and related subtraction facts within 20
- add and subtract one-digit and two-digit numbers to 20, including zero
- solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems

Number – multiplication and division

- solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

Number fractions

- recognise, find and name a half as one of two equal parts of an object, shape or quantity
- recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

Number



Department for Education

Measurement

- compare, describe and solve practical problems for:
 - lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
 - mass/weight [for example, heavy/light, heavier than, lighter than]
 - capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]
 - time [for example, quicker, slower, earlier, later]
- measure and begin to record the following:
 - lengths and heights
 - mass/weight
 - capacity and volume
 - time (hours, minutes, seconds)
- recognise and know the value of different denominations of coins and notes
- sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]
- recognise and use language relating to dates, including days of the week, weeks, months and years
- tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

Measurement

Geometry – properties of shapes

- recognise and name common 2-D and 3-D shapes, including:
 - 2-D shapes [for example, rectangles (including squares), circles and triangles]
 - 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]

Geometry

Geometry – position and direction

- describe position, direction and movement, including whole, half, quarter and three-quarter turns.

Literacy - Writing



What the National Curriculum requires in writing at Y1



Writing - transcription

- spell:
 - words containing each of the 40+ phonemes already taught
 - common exception words
 - the days of the week
- name the letters of the alphabet:
 - naming the letters of the alphabet in order
 - using letter names to distinguish between alternative spellings of the same sound
- add prefixes and suffixes:
 - using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs
 - using the prefix un-
 - using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, quicker, quickest]
- apply simple spelling rules and guidance, as listed in Appendix 1 of the National Curriculum
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Spelling

Handwriting

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

Handwriting

Writing - composition

- write sentences by:
 - saying out loud what they are going to write about
 - composing a sentence orally before writing it
 - sequencing sentences to form short narratives
 - re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and the teacher.
- develop their understanding of the concepts set out in Appendix 2 of the National Curriculum by:
 - leaving spaces between words
 - joining words and joining clauses using and
 - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.
 - using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
 - learning the grammar for year 1 in English Appendix 2
- use the grammatical terminology in English Appendix 2 in discussing their writing.

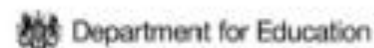
Composition

Vocabulary, grammar & punctuation

Literacy - Reading



What the National Curriculum requires in reading at Y1



Word reading

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading.

Word
reading

Comprehension

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
 - being encouraged to link what they read or hear read to their own experiences
 - becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
 - recognising and joining in with predictable phrases
 - learning to appreciate rhymes and poems, and to recite some by heart
 - discussing word meanings, linking new meanings to those already known
- understand both the books they can already read accurately and fluently and those they listen to by:
 - drawing on what they already know or on background information and vocabulary provided by the teacher
 - checking that the text makes sense to them as they read and correcting inaccurate reading
 - discussing the significance of the title and events
 - making inferences on the basis of what is being said and done
 - predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them.

Comprehension

Phonics Screening Check



Up to phase 5 is assessed

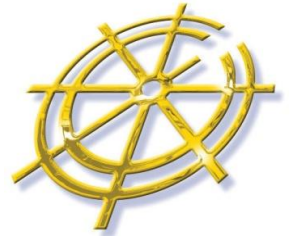
Take place in June

Conducted very informally with your child's class teacher

Results will be given to you with the results in July

If your child fails they re sit it in Year 2

Physical Education

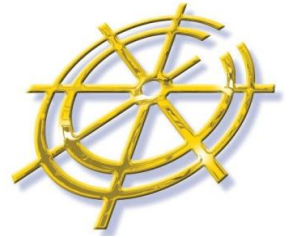


PE Days:

Tuesdays (Mrs Mirza) and Fridays (Class Teacher)

PE Shorts/skorts need to be available for all PE lessons.

Home Learning



Friday 23rd September.

Given out on a Friday and returned on a Wednesday.

Consists of:

Poetry Book – Please share this poem with your child and get them to decorate it.

Phonics

Mental arithmetic activity

Reading

Safeguarding



Safeguarding Policy

Designated Safeguarding Officers

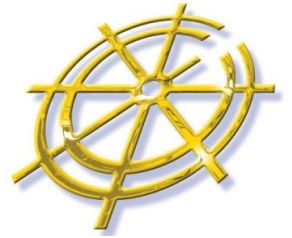
Miss Kelly

Mrs Ainger

Mrs Isaacs

Miss Matteoni (SENCo)

E-Safety



E – Safety Policy (on website)

Does your child have unsupervised access to a laptop or computer?

www.thinkuknow.co.uk

Parental Controls

Please inform us if you are aware of a child using it incorrectly, we have a responsibility to report it.

Please ensure you and your child have signed:

KS1 Acceptable Use Policy

Parents Acceptable Use Policy

Communication



Website

Newsletter

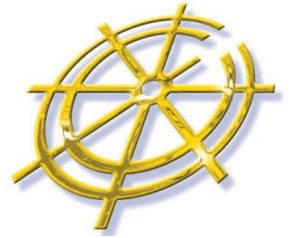
Texting Service

E-mails

Absence

Pick-Up Arrangements

Trip



Windsor Castle

Monday 26th September

Class opens at 8:30am, we will be leaving prompt at 8:40am