

ST. CHAD'S C. of E. (VC) FIRST SCHOOL, PATTINGHAM

WELCOME TO YEAR 1

This booklet will hopefully give you all the information you need to support your child as s/he progresses through Year 1.

Class Organisation

Mrs Finch is the class teacher supported by Mrs Davies teaching assistant.

	Topics	Celebrations and festivals	Church celebrations
Autumn term	Into the Wild The Polar Express	Harvest Bonfire night Christmas Diwali Remembrance	Harvest Christmas
Spring term	Up, up and away Whiz, Ping, Whirr	Valentine's day Mothering Sunday Easter	Easter St Chad's Day KS1 Easter Celebration
Summer term	Food, glorious food Food and Farming	Father's day May day	Leavers' service

Timetable

Each day your child will have a short session of phonics, reinforcing and building upon their letters and sounds work from Reception. An hour of Maths and of English will be planned each morning. Topic based work will be after lunch. Outdoor learning will be incorporated throughout the day where possible. P.E. will be on a Thursday afternoon. PE will be delivered by Mr Roden. **Children will NEED to come in their PE kits for the day. This will avoid having to change and extra bags coming into school.**

Homework

All children are expected to read daily at home. Your child is expected to complete a unit of homework each week, unless a project with a different time frame has been set. New homework will be set each Friday and should be completed by Wednesday. Homework will be sent home in a homework book. Maths and English homework will be set on alternative weeks. Homework always supports the learning from lessons in school that week.

Another fantastic way to support your child at home is NumBots, Spelling Shed and Purplemash. Logins for these accounts will be attached to your child/ren reading record.

Please ensure that your child's reading book and record comes into school daily, allowing us to hear your child read regularly.

DRINKS AND SNACKS

All children in KS1 (Y1/Y2) currently eat fruit every day during mid-morning break as part of our inclusion in the 'Fruit for Schools' Scheme. Milk is available each day and may be purchased termly. Children in Y1 should provide a plastic school drinking bottle **clearly marked with their name**. They will be able to have water as required in the classroom. School drinking bottles will be sent home for washing. Please refill school water bottles with water and **not** squash.

English

Speaking and Listening

The children talk about matters of immediate interest. They listen to others and respond appropriately. They try and justify ideas with reasons.

Reading

They are able to select favourite books to re-read and enjoy. They make choices about what to read from a given selection. They use both sight vocabulary and phonic skills to make sense of text.

Writing

They are taught how to plan an opening, middle and an ending to a story. They learn how to sequence events and use words such as then and after to link ideas. They ask themselves whether their writing is clear and interesting. They use time phrases to start sentences and join some of their sentences together with words such as 'because' and 'and'. They learn the use of capital letters and remember full stops at the end of sentences. They try to use question marks to end questions.

Spelling and Handwriting

They learn to think carefully about each sound as they write their words. They learn to check spellings of familiar words that they should know. They learn how to form their letters carefully.

Tricky words 'Tricky words' are the words that your child will meet in reading and want to use in writing. Please encourage your child to learn as many of these as possible to help them to become more fluent at reading and writing. In the chart below is a list of the first 100.

the	that	not	look	put
and	with	then	don't	could
a	all	were	come	house
to	we	go	will	old
said	can	little	into	too
in	are	as	back	by
he	up	no	from	day
I	had	mum	children	made
of	my	one	him	time
it	her	them	Mr	I'm
was	what	do	get	if
you	there	me	just	help
they	out	down	now	Mrs
on	this	dad	came	called
she	have	big	oh	here
is	went	when	about	off
for	be	it's	got	asked
at	like	see	their	saw
his	some	looked	people	make
but	so	very	your	an

Dyslexia

Most children learn to write easily, some take longer and need a little more help to achieve. However, a few find the process of learning to read, write and spell particularly hard.

Some children and adults have underlying problems that affect their ability to learn these literacy skills, this is known as dyslexia.

Dyslexic tendencies occur in many people of all backgrounds and abilities. We need to work together to highlight the children who may have these tendencies and to support their needs.

We are proud to have achieved Dyslexia Friendly Status. This is an award, which is given to those schools who demonstrate an understanding of the strengths and weaknesses of dyslexic pupils and who provide dyslexia friendly classrooms. Strategies that help everybody and harm nobody!

In school we are regularly assessing the progress of our children and are able to adjust classroom practice to support those with dyslexic tendencies. However, if you are worried about your child's progress please make an appointment to speak with a member of staff in school.

Maths

We will:

Solve problems involving counting, adding, subtracting, doubling or halving in the context of numbers, measures or money, for example to 'pay' and 'give change'.

Describe a puzzle or problem using numbers, practical materials and diagrams; use these to solve the problem and set the solution in the original context.

Answer a question by selecting and using suitable equipment, and sorting information, shapes or objects; display results using tables and pictures.

Describe simple patterns and relationships involving numbers or shapes; decide whether examples satisfy given conditions.

Describe ways of solving puzzles and problems, explaining choices and decisions orally or using pictures
Count reliably at least 20 objects, recognising that when rearranged the number of objects stays the same; estimate a number of objects that can be checked by counting.

Compare and order numbers, using the related vocabulary; use the equals (=) sign.

Read and write numerals from 0 to 20, then beyond; use knowledge of place value to position these numbers on a number track and number line.

Say the number that is 1 more or less than any given number, and 10 more or less for multiples of 10
Use the vocabulary of halves and quarters in context.

Derive and recall all pairs of numbers with a total of 10 and addition facts for totals to at least 5; work out the corresponding subtraction facts.

Count on or back in ones, twos, fives and tens and use this knowledge to derive the multiples of 2, 5 and 10 to the tenth multiple.

Recall the doubles of all numbers to at least 10.

Relate addition to counting on; recognise that addition can be done in any order; use practical and informal written methods to support the addition of a one-digit number or a multiple of 10 to a one-digit or two-digit number.

Understand subtraction as 'take away' and find a 'difference' by counting up; use practical and informal written methods to support the subtraction of a one-digit number from a one digit or two-digit number and a multiple of 10 from a two-digit number.

Use the vocabulary related to addition and subtraction and symbols to describe and record addition and subtraction number sentences.

Solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups.

Visualise and name common 2-D shapes and 3-D solids and describe their features; use them to make patterns, pictures and models.

Identify objects that turn about a point (e.g. scissors) or about a line (e.g. a door); recognise and make whole, half and quarter turns.

Visualise and use everyday language to describe the position of objects and direction and distance when moving them, for example when placing or moving objects on a game board.

Estimate, measure, weigh and compare objects, choosing and using suitable uniform non-standard or standard units and measuring instruments (e.g. a lever balance, metre stick or measuring jug).

Use vocabulary related to time; order days of the week and months; read the time to the hour and half hour.

Answer a question by recording information in lists and tables; present outcomes using practical resources, pictures, block graphs or pictograms.

Use diagrams to sort objects into groups according to a given criterion; suggest a different criterion for grouping the same objects.

Forest School

Forest school is an opportunity for your child to experience nature and the outdoor environment in a safe, secure and hands on way. Building a sense of independence, high self esteem and team work, which are important parts of forest school, but health and safety considerations are always of paramount importance.

Supervised by a trained forest school leader, your child will be encouraged to explore all aspects of the natural world. Their own interests and play ideas will be the basis of activities to extend their learning. Materials will include: Mud, sticks, logs, leaves, stones, string, collecting boxes, magnifying glasses, tarpaulins, charcoal, water and imagination. Activities will include: Hide & seek, den building, picture making, bug hunting, collecting & sorting , singing, listening, observing growth & decay, noting changes in seasons, leaf printing, tree rubbing and many more.

They will have the opportunity to learn about the natural environment, how to handle risks and most importantly to use their own initiative to solve problems and co-operate with others.

Our Forest School programme will initially run from our own playing fields. This will allow your child to become comfortable with the Forest School outdoor approach to learning and play whilst still in their familiar surroundings. Relationships will be developed based on trust and self-awareness. These developments will facilitate the reflective child led approach to the outdoor curriculum that underpins the Forest School ethos.

Year 1's forest school will take place in the spring term. Children will be split into 2 groups and each group will attend forest school for 1 half of the term. Child whose turn it is to attend forest school will be required to attend school wearing clothing appropriate for Forest School. They can also bring in, Wellies, waterproof clothing, hats, gloves etc for them to wear during the afternoon session. All clothing and footwear will be sent home at the end of each Forest School session.

Behaviour

Our aim is to promote self-discipline, mutual respect, sensitivity towards others and the basic virtues of honesty, fairness and politeness and a proper regard for authority. The ethos of the school is at the heart of the good practice we seek to achieve, and all pupils are made aware that there is a code of acceptable behaviour throughout the school. We seek to promote a positive approach of praise, encouragement and incentives.

We hope you find this welcome pack useful and if you have any further questions now or later in the year please do not hesitate to speak with us.

Mrs Finch and Mrs Davies