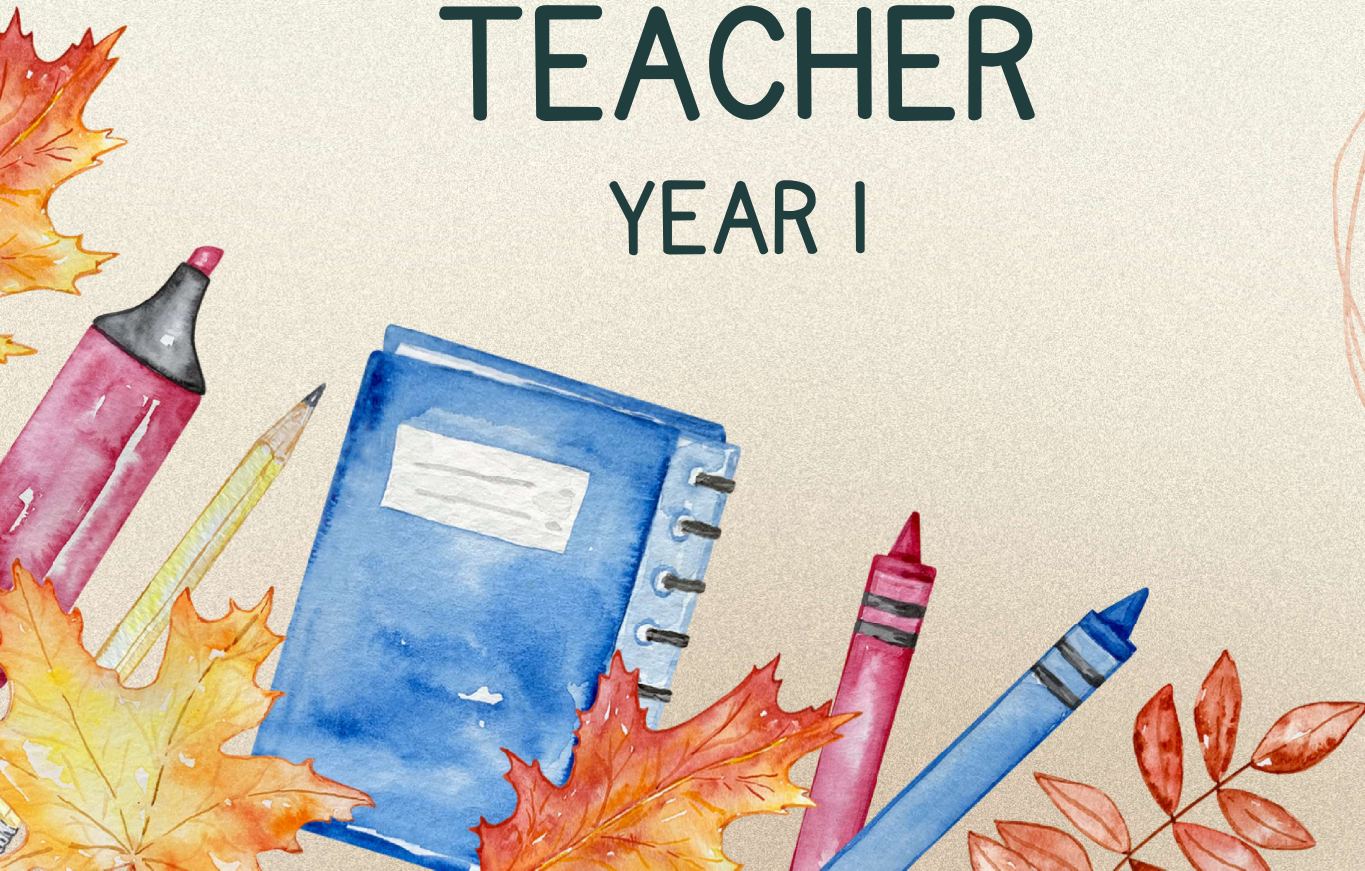
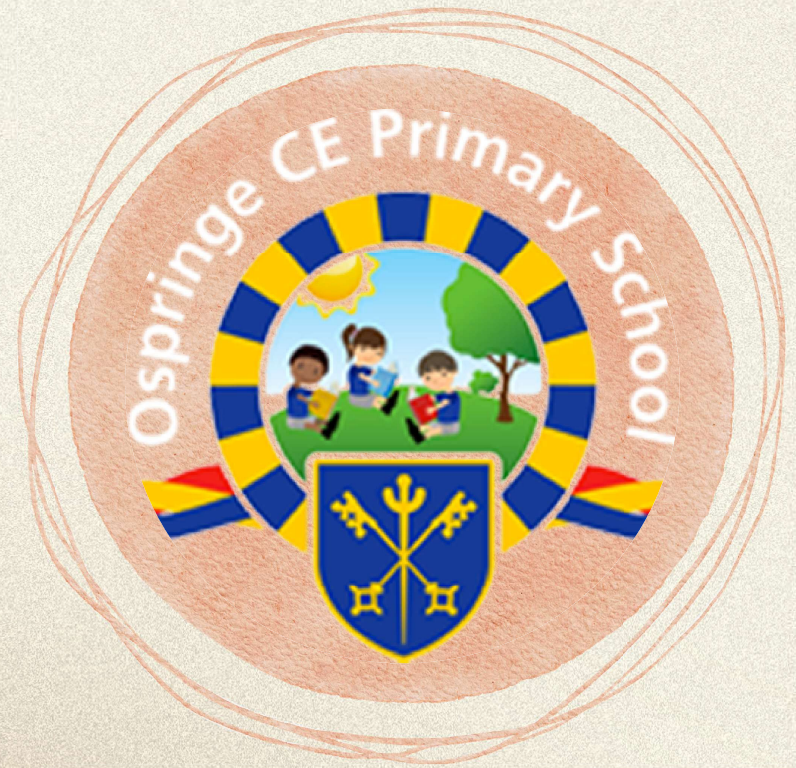


MEET THE TEACHER

YEAR 1



INTRODUCTIONS

Class Teacher: Mrs Searle

TA: Miss Hawkins (AM)

PPA Cover: Mrs Bassett and Mrs
Impett (Tuesday PM)



NOTICES

PE is on a Monday and Thursday.

Children should wear their full PE kit on these days. Please ensure earrings are removed on these days.

Forest School will be with Mrs Bassett and Mrs Impett on a Tuesday afternoon. Children can come into school wearing their forest school clothes.



RWI



- The children have been placed into their new RWI groups.
- These will be reviewed later in the term and children will moved accordingly.
- They will always be placed in a group that progresses their learning at their own pace.
- The children can only move on when they are confident on the sets of sounds and when they can read the books with fluency and pace.
- If your child can read the book with a good pace and fluency then it's just the right level for them – it helps to build confidence!
- The children will each get a RWI book and book bag book each week to bring home – these will be changed on Fridays.
- Practice is the key to progress!

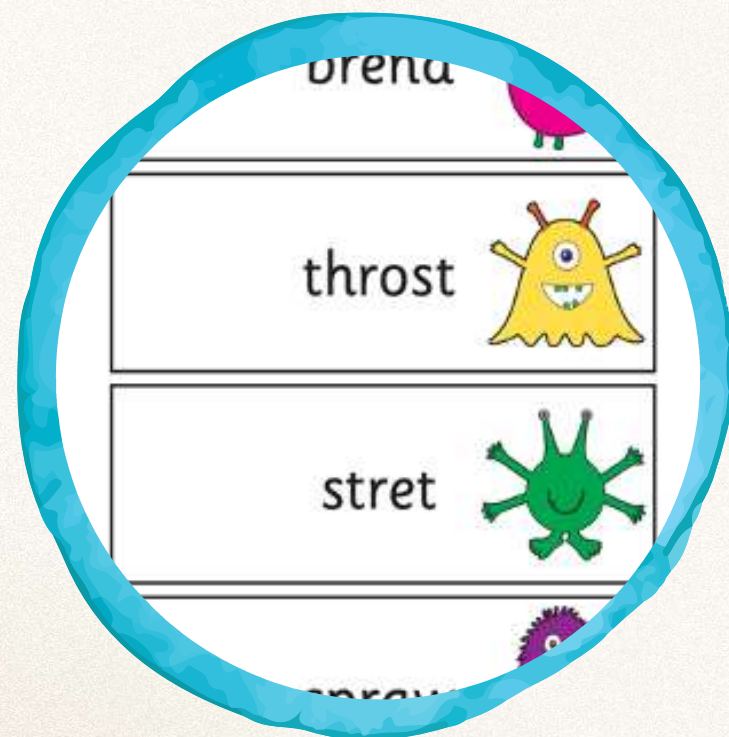
PHONICS SCREENING CHECK

The purpose of the phonics screening check is to confirm that all children have learned phonic decoding to an age appropriate standard.

The phonics screening check contains 40 words divided into 2 sections of 20 words. Both sections contain a mixture of real words and pseudo-words.

We will share your child's score with you in the second half of the summer term, in their school report.

Children who have not met the standard in year 1 will re-take the phonics screening check in year 2. The results of any re-take will also be shared with you.

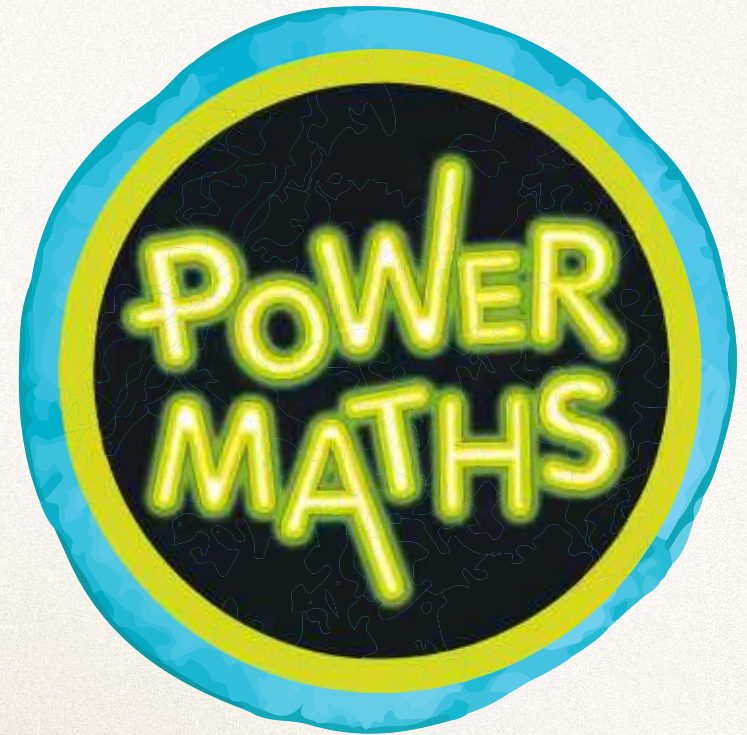


POWER MATHS

Children will continue to be taught Maths through 'Power Maths'.

Some end of year goals include:

- Counting forwards and backwards to 100, starting on any given number.
- Counting in 2s, 5s and 10s to 100 both forwards and backwards.
- Add and subtract up to 20 and recall number bonds of 20.
- Explore fractions by finding $\frac{1}{2}$ and $\frac{1}{4}$ of shapes and amounts.
- Learn basic geometry and measurement, including naming 2D and 3D shapes, telling the time to the hour and half-hour, and comparing lengths, heights, mass, and capacity.



MATHS – HOW YOU CAN HELP

Talk about Maths in real life context e.g.

- Counting in 2s whilst pairing up socks
- Recognising coins being used to pay for items
- Recognising numbers on doors then comparing numbers (greater or fewer).
- Complete Numbots learning weekly.
 - Keep it simple and fun!



LONG TERM PLAN

KS1 Year 1	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Science	Everyday Materials Seasonal Change- Autumn/Winter		Plants Seasonal Change- Spring		Animals Including Humans Seasonal Change- Summer	
History	Toys From The Past		The Great Fire Of London		Local Study/Fieldwork – Faversham Gunpowder Works	
Geography	Local Area – Our School		Fieldwork - Comparing Two Places In Our Local Area		Weather And Climate	
RE	God What Do Christians Believe That God Is Like?	Incarnation Why Does Christmas Matter To Christians?	Gospel What Is The Good News That Jesus Brings?	Salvation Why Does Easter Matter To Christians?	Judaism Who Is Jewish And What Do They Believe?	Judaism- Who Is Jewish And What Do They Believe?
Computing	Online Safety	Computing Systems & Networks Improving Mouse Skills	Programming 1 Commands Unplugged	Creating Media Digital Imagery	Programming 2 Bee-Bot (4 Options)	
PE	Basic Skills Football	Dance Hockey	Gymnastics Tag Rugby	Infant Agility Golf	Gymnastics Golf	Athletics Tennis
Music	My Favourite Things: Keeping The Pulse	Snail And Mouse: Tempo	Seaside: Dynamics	Fairytales: Sound Patterns	Superheroes: Pitch	Under The Sea: Musical Symbols
Art	Drawing- Make Your Mark		Painting And Mixed Media		Craft And Design	
DT	Mechanisms- Making A Moving Story Book		Structures: Constructing A Windmill		Textiles: Making A Hand Puppet	
PSHE	Be In My World	Celebrating Difference	Dreams And Goals	Healthy Me	Relationships	Changing Me

E-SAFETY

- Safeguarding children in the digital world, educating children about the risks as well as the benefits, being educated ourselves on how to help, building children's resilience - not just banning access.
 - What are the risks online? The 4 C's
- Content - 'Content' refers to the material online that poses a risk to children and young people.
- Contact - 'Contact' refers to the people online who pose a risk to children and young people.
- Conduct - 'Conduct' refers to the risk/harm children experience through their own and others' behaviour online.
- Commerce - 'Commerce' refers to the financial risk/harm children experience online

RSE AND DAE

We will cover these topics within our PSHE lessons in the summer terms. Information regarding content will be shared closer to the time.

You have the right to ask for your child to be removed from these lessons.

- Growing and Changing
- Keeping Ourselves Healthy and Medicine Safety





NUTURE SCHOOL

1	Children's learning is understood developmentally	We are all individuals. That means not everyone learns at the same rate or time. We respond to our children at the stage where they are and focus on the whole child when planning our curriculum.
2	The classroom offers a safe base	School should be a calm, safe environment for everyone. We provide inviting and nurturing classrooms which promote warmth and emotional safety as well as physical safety. Other spaces in school provide quiet areas for reflection and calm.
3	Nurture is essential for the development of wellbeing	Looking after ourselves and other people makes us feel good in mind and body. We invest in strong and trusting relationships, based upon the school's values. Everyone feels valued and listened to.
4	Language is a vital means of communication	Language is valued as a way of putting feelings into words. All staff understand that the language we use when communicating with our children, families and colleagues can shape their thinking, feeling and actions. We help everyone to communicate their feelings appropriately within a nurturing environment.
5	All behaviour is communication	. We know that many of our children have not yet developed the language to tell us how they are feeling and often this is expressed through <u>their</u> behaviours. All staff are trained to look beyond the behaviour to see what the child is trying to tell us and to help them to find ways to label and manage these emotions differently.
6	Transitions are important	Change happens all the time. It can be exciting but it can also be soary. We recognise the importance of how day to day transitions are managed, as well as careful preparation for more significant challenges and events. Transitions can be difficult for many people because it involves change, and even small transitions can cause anxiety. Clear routines and structures support children daily in school to reduce anxiety and promote security.

TRIPS

Across the year we plan building on our learning experiences through a variety of trips (these are provisional and subject to change):

- Ramsgate Synagogue
- Gulbenkian Theatre visit
- Areas around Faversham (Fieldwork)
- Faversham Fire Station



USEFUL WEBSITES

	Oak National Academy - Oak National Academy is an online classroom set up by teachers, covering the curriculum (including specialist content for pupils with SEND) for every year group from Reception through to Year 10.
	BBC Bitesize - BBC Bitesize has many games that support children's learning across the year 1 curriculum.
	ICT Games - ICT Games (English) has a lot of fun reading, spelling and Maths games.
	Supermovers - Supermovers has fun, curriculum linked resources to get your child moving while they learn.
	Cosmic Kids Yoga - Cosmic Kids Yoga is a fun way to discover yoga and mindfulness.
	Woodland Trust—Woodland Trust has a wonderful range of activities to help enjoy the woods and the natural world.

QUESTIONS

