



Welcome to Year 1

Supporting your child's learning.

We will be discussing..

- ▶ The Year 1 Team
- ▶ What to expect in Year 1
- ▶ The Year 1 curriculum
- ▶ Homework
- ▶ Reading Levels & Assessment
- ▶ Questions and Answers

The Year 1 Team



Miss Heselwood



Mr Organ

1H	Monday	Tuesday	Wednesday	Thursday	Friday
8.30-8.45	Form Time	Form Time	Form Time	Form Time	Form Time
8.45-9.00	Singing Assembly	Phase Assembly/form time	Whole School Assembly		Form Time
9.00-9.20	Phonics	Phonics	Phonics	Phonics	Phonics
9.20-9.40	English	English	Maths	English	English
9.40-10.00					
10.00-10.20	Art / DT	Science	MFL	PSHE	Maths
10.20-10.40					
10.40-11.00	Break				
11.00-11.20	Maths	Drama	Science	Music	Maths
11.20-11.40					PE/Games
11.40-12.00	RE	Maths	English	Maths	
12.00-12.20					
12.20-13.20	Lunch				
13.20-13.40	Handwriting	PE/Games	Readers	Fine motor skills	Readers
13.40-14.00	Humanities		Readers	ECHO	Computing (computer suite)
14.00-14.20					
14.20-14.40	Humanities	Readers	ECHO	Computing (computer suite)	Golden Time
14.40-14.50					
14.40-14.50	Break				
14.50-15.10	Class Story				
15:10-15:15	Getting ready to go home				

Year 1 Timetable

Timetables will be available in planners
 1H and 10 have different timings but the same lessons.

What to expect in Year 1

- ▶ They will be tired
- ▶ There will be playground disputes
- ▶ Independence is a **skill** that needs to be developed. It takes time!
- ▶ They will have a fantastic time
- ▶ They **must** have their name on their clothes/bags/everything!

Behaviour and Expectations

Our behaviour policy is based on positive reinforcement:

- ❖ **Core Values** - *Respect, Excellence, Determination, Resilience*
- ❖ **Class rules** - created with children and displayed in classes
- ❖ **Rewards** - Merits (personal), Character counters (towards their house), stickers, star of the week, Headteacher sticker.
- ❖ **Behaviour** - High expectations of behaviour, recognising pupils must set an example for those younger than themselves.
- ❖ **Independence** - children will be encouraged to be responsible for their own belongings, their behaviour and work independently as well as in groups.
- ❖ **Developing Resilience:** to begin to deal with any minor friendship issues/disagreements on their own before intervention. Developing resilience and independence is the key!



Merits

At St Christopher's The Hall, we are excited to introduce our new merit system, which emphasises fluidity between classes and the ability to reward children anytime, anywhere. Our focus is on recognising and praising individual effort in the moment, fostering a culture of immediate positive reinforcement which matches our school ethos of personal pastoral growth.

With the implementation of ClassDojo, merits can be awarded seamlessly across the entire school. This system empowers all staff to acknowledge and reward students for their hard work and achievements, regardless of location. This means that the merits pages in planners will not be used for this academic year but rest assured that merits are still being handed out in a more efficient, fun way.



ClassDojo



Dismissal Lists

We are always looking for ways to send fewer printouts home and so the school will now be transitioning to using Google Forms exclusively for dismissal lists.

You will be sent a link with some simple questions about where your child will be going at the end of each day and who will be picking them up. You will also be asked to choose a password for your child, should someone else need to collect them on the day.

With our new staff iPads, this means we can check the dismissal list on the move and will make it so any covering staff member can safely dismiss your child.

This is due back by Friday 13th at the latest.

[Dismissal Link](#)



Creating a positive classroom environment for teachers and pupils:

- Clear class rules and high expectations
- A Positive Growth Mindset
- Positivity
- Communication
- Trust
- Respect
- Teamwork
- Kindness
- All children to follow our CHARACTER VALUES



Our CHARACTER Values



Common sense

Making good judgements and decisions



HONESTY

Telling the truth, no matter what



Ambition

Having a desire for success



Respect

Caring about others' feelings and wellbeing



Adaptability

Reacting well to new things



Creativity

Thinking in a new and unique way



Teamwork

Working together and doing your share



Enthusiasm!


Showing great interest and excitement



Resilience




Bouncing back after challenges



   STEP 1




Warning

- ★ You will be given a warning by the teacher

   STEP 2

Discussion and Time - Out

- ★ You will discuss your choices with your teacher
- ★ You will have a time-out session at the start of a break time

   STEP 3

Extended Time - Out

- ★ You will be sent to Head of Pre-Prep
- ★ You will have an extended time-out session
- ★ Your parents will be informed

Our behaviour policy

We will always try to keep you informed of anything worth noting.

English and Maths

▶ English

- ▶ We use the Power of Reading scheme of work.
- ▶ It is designed to ensure that children experience a range of quality children's books as part of whole class teaching.

▶ Maths

- ▶ We use White Rose and other resources.
- ▶ This Term:
- ▶ Counting/Comparing numbers
 - ▶ Addition & Subtraction
 - ▶ Fact Families
 - ▶ 3D & 2D shapes
 - ▶ Problem Solving



Overview

English

Power of Reading:

"Pattan's Pumpkin"
"Winter Sleep"

To write in response to fiction and non-fiction books.
Develop language through writing.

Letter writing.

Writing in response to an illustration.

Shared writing & Poetry.

Music and Drama

Music:

Rhythm - Responding to pulse and rhythm patterns, recognising and following notation for simple rhythms.
Timbre/Composing - Identifying sounds in the environment; using sounds expressively to accompany a story.
Singing/Performance - Songs for Harvest and Nativity.

Drama:

Role-playing and improvisation around the story 'Suzie and the Snow'. Performing our poem for Grandparents Tea and Nativity preparation.

Computing and French

French:

Meeting people
Colours (Reception recap and extend)
Numbers plus ages
French nursery rhymes.

Computing:

Algorithms
Review input / output devices
Mouse and keyboard skills
Block based programming
Logo programming,
Conditional statements

Maths

Counting: forward & backwards,
one more & one less.

Compare numbers and objects

Part-whole model

Addition & subtraction

Fact Families - 3D & 2D shapes

ST CHRISTOPHER'S THE HALL



Curriculum Overview

Autumn Year 1

PE and Art

Games - Netball, Rugby

P.E - Hockey, Gymnastics

Art: Using different mediums such as paint, pastels, sketching and materials.

Look at different artists and emulating their work.

Science

Animals including humans.

Describe and identify animals, identify parts of a variety of animals and some characteristics they have in common.

Understand the difference between a pet and a wild animal.

Understanding what a nocturnal animal is

Care of a domestic pet.

Introduction to terminology such as herbivores, omnivores and carnivores.

History and Geography

History: Toys – They are able to identify what is similar and what is different about the same toys over different periods.

Geography: Study of the local area.

Identify human/physical features

– Compare to a different area/country

RE and PSHE

R.E: Our wonderful world: To identify things that make our world special

Gifts and Giving: Christmas and other celebrations.

PSHE: Being Me in my world.

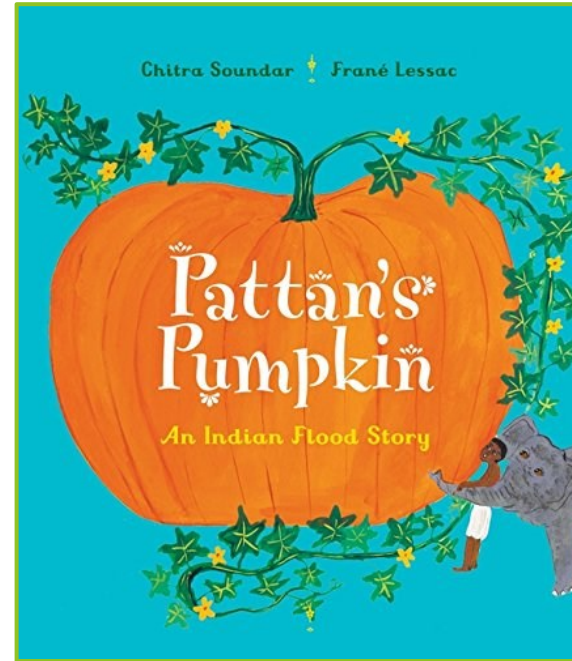
Celebrating Difference

Can be found on
the website

<https://www.stchristophersthehall.org.uk/parents/>

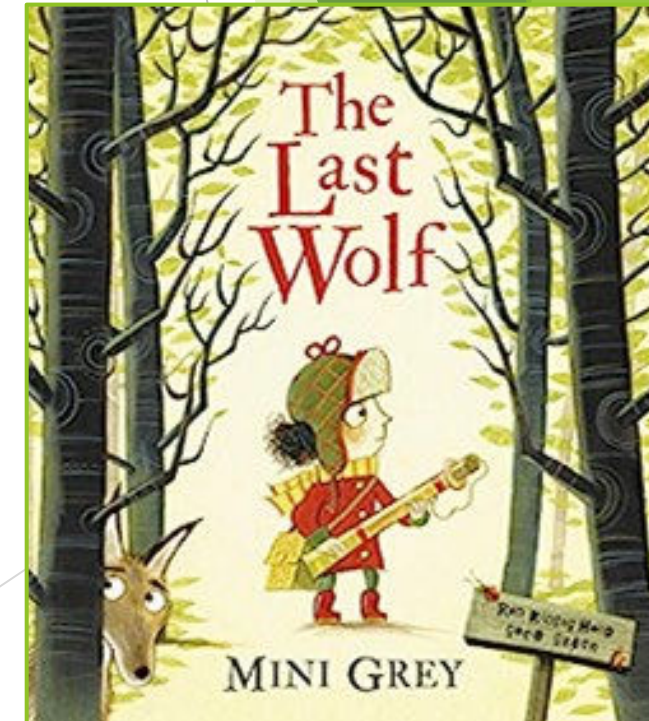
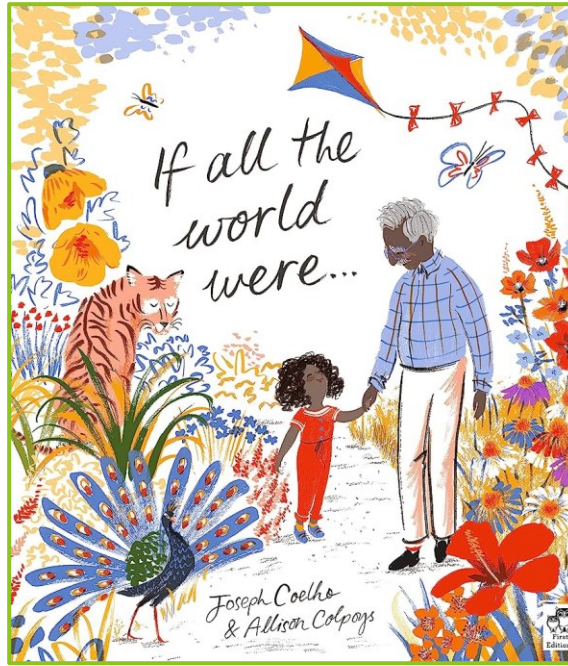
Autumn Term

- Seasonal change, learning about countries, continents and oceans
- Toys from the Past workshop + Visit to Godstone Farm
- Revisiting fundamentals (letter formation, developing cursive, phonics sounds)



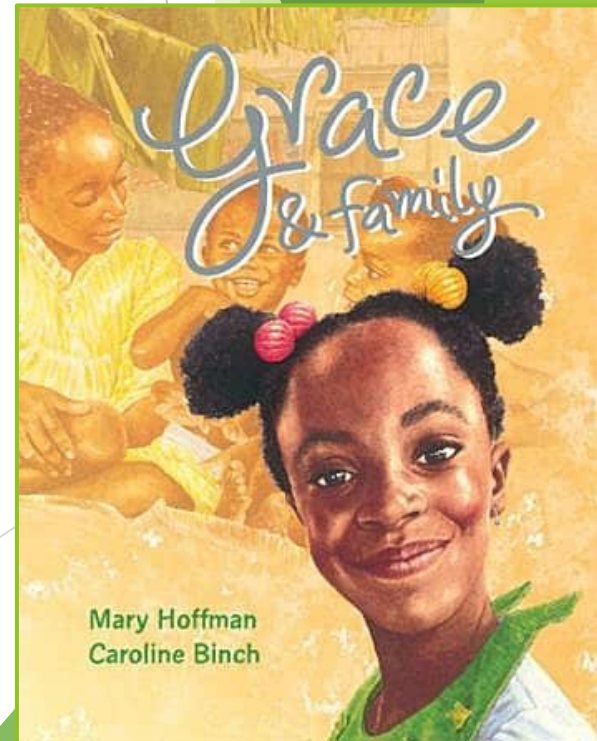
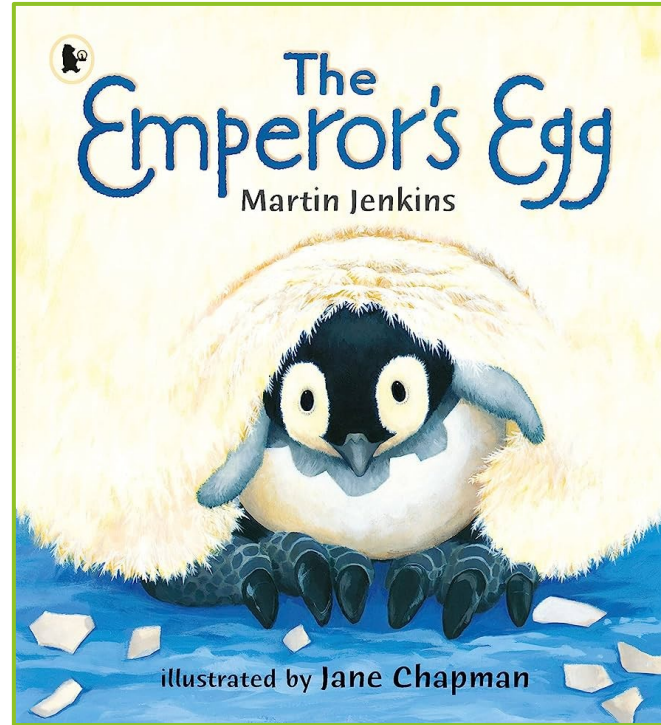
Spring Term

- Research significant figures in history such as Florence Nightingale and Felicity Ashton
- Another Trip + Workshop
- Increasing writing stamina and working on developing independent writing.



Summer Term

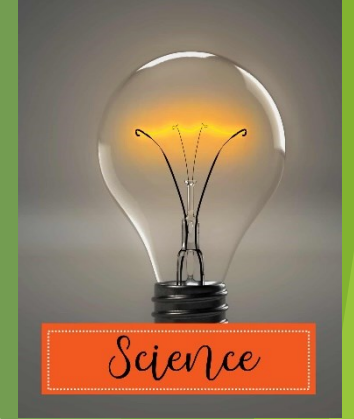
- Focus on royal family, knights, castles and medieval history.
- Trip to Leeds Castle ? Also a Workshop.
- Independent writing will be expected, preparing for Year 2.





Across the school we are promoting STEM so that Science will incorporate as much Maths and Technology as we can fit in, eg using ipads for research, taking photos and videos of work.

We will begin our Science learning with a topic on Animals, including Humans.



Homework and reading books

It is crucial that your child reads with you every day. We recommend this to be about fifteen minutes.

Please do not rush through the books. Re-visit the books, firstly discussing the sounds, shared read with your child, allow them to read to you independently and make sure you spend lots of time discussing the book, making sure your child can answer questions about the book. There are some examples of these at the back of the book.

PLEASE MAKE COMMENTS ON READING IN YOUR CHILD'S PLANNER.

There will be a weekly spelling task sent home.

There may be an occasional Maths game when relevant.

They will have new reading books provided on Tuesday and Friday.

They will also go to the library once a week, books must be returned!

Reading Levels & Assessment

The reading levels used at school are designed to help us assess reading skills and means we can control what sounds they are exposed to/what content they are exposed to.

This does not mean that they can't read other books if they want to! There is a reading list for each year on the website!

Reading Levels & Assessment

When assessing your child's reading level, we consider the following:

- **Are they able to decode all of the sounds in the books we are giving out?**
 - **Are they able to comprehend everything they are reading?**
- **Are they reading at a consistent pace for their current level?**

Reading Levels & Assessment

Your child will not be taking part in any formal assessments this year.

This does **not** mean they will not be tracked and assessed but it does mean they will not need to sit and complete a formal assessment.

Feedback and Reporting Yearly Outline

Autumn Term	A Year Group Welcome Meeting in the first week of term, in September, for parents to come into class and meet the teachers. This will provide an opportunity for teachers to share expectations for the year, as well as the curriculum coverage.
	An individual pastoral 5 min <u>remote</u> meeting for Reception-Year 6 parents with teachers in the 2nd/3rd week of term to ensure the pupil has settled into the new year.
	Year 6 11+ Evening for parents to go over our transition process this term
	Year 6 Parents' meeting with teachers before half term in preparation for 11+.
	Year 6 Parents meet with Mr Carter to discuss school options around the end of September/beginning of October
	Reception - Year 6 - 15min Parents' Meetings at the end of November/beginning of December.
Spring Term	Summary Mid-year report at half term (February). This will include specific pupil targets in English, Maths and Science and a Form Teacher comment.
	Preschool - Year 6 - 15min Parents' Meetings at the end of March.
	Year 6 Coffee Morning for parents to come and chat to teachers informally post 11+.
Summer Term	A full end of year report in all subjects to go out a week before the end of term in July. This will cover: <ul style="list-style-type: none">• Pastoral comment.• Report in all areas of the curriculum, progress cover, particulars of achievements, highlighting strengths and development needs• Attendance record.
	There will be an opportunity for parents to come and discuss any aspect of the report during the last week of term, if there is anything they do not understand, or would like to discuss. However, you may not feel this is needed.

What your child needs.

- ▶ Reading book and planner - everyday!
- ▶ Water bottle and a healthy snack - please keep it healthy and nut free.

Communication

- ▶ Communication between parents and staff is the key to enabling your children to get the best from their time at school.
- ▶ Please use the planner to write notes to us; we read these every morning. Tell your child if they need to draw our attention to it.
- ▶ Speak to us briefly at the gate after school.
- ▶ Email is the easiest form of communication but please be mindful we are in class much of the day so may not pick up your emails instantly.
- ▶ WhatsApp Groups - can be useful, please be wary of these too. Please come directly to us if you have any questions.
- ▶ Trust - please trust us! We always have your child's best interests at the fore front of our minds. Please also support us in preparing your child to be independent and able to problem-solve without always needing the support of an adult.

Communication

- ▶ There will be a chance to catch up with us in week 3 as we will be conducting 5 minute online meetings to all parents to clear up any questions and discuss the initial transition into Year 1.

Dates: Tuesday 17th and Thursday 19th September from 15:30-17:00

Communication continued....

- ▶ Please see the school website for a calendar of events, term dates etc. Username: parent@stchristophersthehall.org.uk
- ▶ password for the parents' area of the website is:
Hall24
- ▶ Parent Partnership - academic and pastoral - throughout the year. Please come to these; they are very informative.



St Christopher's The Hall



- ❖ We look forward to having a successful, fun and productive year with your children.
- ❖ Social Media - Don't forget to follow us at @stchristhehall on Instagram and Twitter, as well as @stchristhehallsport to get all the inside info from school life.
- ❖ Planned absence: please email the Head to request permission:
headspa@stchristophersthehall.org.uk