

# Welcome to Robins

# **Meet the Year 1 team**

**Miss Allen**

**Mrs Woodward**

**Miss Bates**

# How is Year 1 similar to EYFS?

- Children will have a mixture of short, focused tasks, followed by child-initiated learning time
- Practical tasks where possible.
- Following the Bug Club Phonics programme daily.
- Children will read with an adult regularly and bring their reading books home to share with you.
- Will be following White Rose Maths steps of learning.
- Will be following the same programmes for other subjects as well, such as music and computing and as such the format of these lesson will be familiar to the children.
- Communication will continue to be via the school newsletter and blog. We are also happy to speak at the door for quick messages or queries or you can arrange a meeting for longer discussions, via the school office.

# How is Year 1 similar to EYFS?

- The Robins classroom has a reading area.
- We will continue to use visual timetables
- Children will have fruit for snack every day
- Children bring their own, labelled, water bottles that they can access throughout the day.
- Children will have lunch in the same dining room and follow the familiar routine of eating and then going out to the playground.
- School dinners continue to be free for children in Key Stage 1.

# How Year 1 differs from EYFS

- Children begin to do more independently (very gradual process)
- Subjects are taught discretely
- Expectations increase as the children become ready, such as length of time for adult in-put.
- Milk is still available, but has to be ordered and paid for once children turn 5.

# A typical day at the start of Year 1

Moving from EYFS to Key Stage 1 is a big step. We are aware that the children have come from the very play orientated environment of reception but also need to be ready for the formal learning environment for Year 2. As such, in Year 1 we will be making very gradual changes throughout the school year to support this transition. Initially, lessons are structured as 20-25 minutes of whole-class focused learning, followed by children's choice from a selected range of activities/ tasks that compliment the learning.

The focused learning time will slowly be increased over the term.

# A typical day at the start of Year 1

A typical day will include:

## Morning:

Assembly

Maths

Break and snack

English

Movement break

Phonics

Handwriting

Lunch (12pm)

## Afternoon:

Foundation subject i.e.

Science

Break (10-15 minutes  
outside)

Foundation subject i.e.

PE)

Story

Home time

# Curriculum

| Autumn   | Spring   | Summer   |
|--|--|--|
| <p><b>History</b></p> <ul style="list-style-type: none"> <li>• Childhood</li> </ul> <p><b>Art</b></p> <ul style="list-style-type: none"> <li>• Funny Faces and Fabulous Features</li> <li>• Mix It</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>• Everyday Materials</li> <li>• Human Senses</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>• Our Wonderful World</li> </ul> <p><b>D&amp;T</b></p> <ul style="list-style-type: none"> <li>• Safe and Shelter</li> </ul> <p><b>Maths</b></p> <ul style="list-style-type: none"> <li>• Place value (within 10)</li> <li>• Addition and subtraction (within 10)</li> <li>• Shape</li> </ul> | <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>• Bright Lights, Big City</li> </ul> <p><b>D&amp;T</b></p> <ul style="list-style-type: none"> <li>• Taxi!</li> </ul> <p><b>Art</b></p> <ul style="list-style-type: none"> <li>• Rain and Sunrays</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>• Seasonal Changes</li> </ul> <p><b>Maths</b></p> <ul style="list-style-type: none"> <li>• Place value (within 20)</li> <li>• Addition and subtraction (within 20)</li> <li>• Place value (within 50)</li> <li>• Length and height</li> <li>• Mass and volume</li> </ul> | <p><b>History</b></p> <ul style="list-style-type: none"> <li>• School Days</li> </ul> <p><b>Art</b></p> <ul style="list-style-type: none"> <li>• Street View</li> </ul> <p><b>D&amp;T</b></p> <ul style="list-style-type: none"> <li>• Chop, Slice and Mash</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>• Plant Parts</li> <li>• Animal Parts</li> </ul> <p><b>Maths</b></p> <ul style="list-style-type: none"> <li>• Multiplication and division</li> <li>• Fractions</li> <li>• Position and direction</li> <li>• Place value (within 100)</li> <li>• Money</li> <li>• Time</li> </ul> |



# Curriculum

| Autumn   | Spring   | Summer   |
|--|--|--|
| <p><b>English</b></p> <ul style="list-style-type: none"><li>• Book - Jaspers Beanstalk and Plenty of Love To Go Around (it's and labels)</li><li>• Book - Stanley's Stick</li><li>• Book - Puffin Peter</li><li>• Labels, Lists and Captions</li><li>• Book - Gruffalo Crumble and Other Recipes</li><li>• Book - Farmer Duck</li><li>• Book - The Jolly Christmas Postman</li></ul> | <p><b>English</b></p> <ul style="list-style-type: none"><li>• Book - Mr Big</li><li>• Book - Please Mr Postmouse</li><li>• Book - One Silver Speck</li><li>• Book- The Enormous Turnip</li><li>• Book - The Last Noo Noo</li></ul> | <p><b>English</b></p> <ul style="list-style-type: none"><li>• Book - The Big Book of Bugs</li><li>• Book - Little Red and The Very Hungry Lion</li><li>• Book - Bats</li><li>• Book - How to Wash a Woolly Mammoth</li><li>• Book – Voices in the Park. Where's My Teddy</li></ul> |

# Phonics - Bug Club

- Children have been following the Bug Club Phonic system in reception and are already very familiar with the programme.
- In Year 1 we will be continuing to follow the programme, with children having discrete phonics lessons daily.
- Children will have a mixture of whole-class phonics and small group work with an adult, as needed, with sessions pitched and paced to match ability.
- Children will bring home a Bug Club reading book to share with you. There will also be a range of e-books available for the children to enjoy.

# Phonics Screening Week

- Phonics screening week takes place nationally in June every year and is to be undertaken by all Year 1 children.
- Children will have to read 40 words; 20 real words and 20 'alien' words, by themselves. The pass rate is 32/40.
- All of the words are phonetically decodable and the children will be taught all of the digraphs and trigraphs they need to be able to read the words.
- Children who do not meet the level needed in Year 1 will complete the a screener in Year 2.
- On Friday 18th October there will be a parents workshop where we will discuss this in more detail.

# Reading – Parent Partnership

- 1. Build reading into your child's daily routine**
- 2. Read every day.**
- 3. Make a special reading spot.**
- 4. Encourage your child to follow their interests**
- 5. Be a great reading partner!**
- 6. Surround your child with books.**
- 7. Bring books everywhere.**
- 8. Set a good example; be caught in the act!**
- 9. Be enthusiastic!**
- 10. Use technology together**

Reading books aloud to children stimulates their imagination and expands their understanding of the world. It helps them develop language and listening skills and can enrich and expand their vocabulary. Enjoying reading together is a great way to support your child's development.

# Reading Records

Reading should be recorded in a reading record.



# Guidance for reading records

We ask that parents to make **at least three** entries a week, however we encourage children to read daily at home

In addition, we encourage other books and texts to be read to and by children for example books at home, comics, recipes, leaflets, poems.

Children receive a phonetically decodable reading book linked to the Bug Club Phonics stage they are working at.

All children also have access, at least fortnightly, to a library where they can choose a book for pleasure. The reading for pleasure book may need to be read to the child. Ebooks are also available on Bug Club.

# Guidance for reading records

## Recording comments in the reading record

We ask that all adults, at school or at home, include the name of the text and the pages that were read.

Adults in school will always write in green pen.

Filling in the word boxes at the bottom of the pages will greatly support your child's reading development. These consist of:

- New sounds I have spotted (e.g. night rain)
- Tricky words, or words to practise
- Tricky words, or new words I have learned

# Comments you could write in the reading records

- Jack read this book without any support
- Jack read this book/page with expression and meaning
- We talked about the meaning of the word  
\_\_\_\_\_
- Jack could blend all of the words on pages 1-6



# How books will be changed

After an adult has checked children's reading book and record, the children can change within their reading level independently.

Adults will monitor book changes when they are heard to read each week.

# Home Learning

|                        | Reception   | Year One  | Year Two  | Year Three  | Year Four                           | Year Five  | Year Six |
|------------------------|---|---|---|---|-------------------------------------|--|----------|
| Reading                | Reading ideally daily and at least four times a week (see Reading Policy with Parent Partnership for further details)   |   |   |   |                                     |  |          |
|                        |   |   |   |   |                                     | Reading skills worksheet including comprehension |          |
| Speaking and Listening | Over the school year, each child will be asked to give a presentation to their peers. These will start after October half term. These presentations will be shared in a weekly assembly to the child's class. In the first half term we will model and teach the skills to support children to prepare these presentations. The audience will be expected to listen and ask relevant questions. |   |   |   |                                     |  |          |
| Maths                  | Practical Maths activity linked to learning in class<br><br>(large scrapbook provided for informal recording)   | Maths activity linked to learning in class<br>eg. number bonds/number investigations<br><br>(large scrapbook provided for informal recording) | Maths activity linked to learning in class<br>eg. number bonds/number investigations            | Times Tables Rock Stars ideally daily and at least three times per week |                                     |  |          |
|                        |   |   |   | Maths worksheet   | Reasoning style questions worksheet |  |          |
| Phonics/Spelling       | Phonics/Spelling Game linked to learning in class<br><br>(large scrapbook provided for informal recording)  | Phonics/Spelling Activity linked to learning in class<br><br>(large scrapbook provided for informal recording)                                | Spellings to be practised and tested linked to a spelling/phonics pattern that has been taught. | Spellings to be practised linked to a taught spelling unit and tested.  |                                     |  |          |
|                        |   |   |   | Differentiated Spelling, Punctuation and Grammar worksheet              |                                     |  |          |

# School dinners

School meal will continue to be ordered through the computerised system, School Grid.

As you have done in Wrens, continue to order your child's school meals at home; alternatively, if you do not have internet access at home, we can order **with you** at the start of each half-term.

Don't worry if your child cannot remember what you've ordered for them! At lunchtime, when your child arrives at the servery they will select their name on the touch screen, which is then displayed to the cook, this will also flag up any dietary needs. For those children who are in receipt of free school meals, the allowance will be added to their account and they can order in exactly the same way.

# Uniform

## Hair

Long hair needs to be tied back and no extreme haircuts. Headbands and scrunchies should be simple and in the school colours.

## Make up and jewellery

Nail varnish and make up are not allowed. Stud earrings but these need to be removed on PE days.

## Footwear

Black shoes or plain black trainers with no logos or colour. These must be entirely black. Boots are not allowed.

All children will need a pair of trainers for outside PE.

# Term Dates

| Date  | Event   |
|---|---|
| Tuesday 3rd September 2024                          | Return to school 8:40am   |
| Friday 13th September 2024                          | Parents welcome evening   |
| Friday 18th October 2024                            | Phonics Screening Parents Workshop 2:30pm                               |
| Monday 28th October 2024 - Friday 1st November 2024 | Half term   |
| Monday 4th November 2024                            | Book Look 8:40am - 9:15am   |
| Tuesday 5th November 2024                           | Parents Evening 3:30pm - 6:10pm   |
| Thursday 7th November 2024                          | Parents Evening 3:30pm - 6:10pm   |
| Friday 29th November 2024                           | School closed   |
| Thursday 12th December 2024                         | Nativity production 2pm   |
| Wednesday 18th December 2024                        | Panto visit   |
| Friday 20th December 2024                           | Golden assembly 9am<br>School finishes at 1:30pm for Christmas holidays |

# Attendance

Whilst children are unwell from time to time, we ask that you avoid other absences, especially for day trips and holidays. We urge you NOT to take your child out of school for holidays; these absences are always unauthorized and could result in a fixed penalty notice being issued for non-attendance. **The minimum expectation for attendance is 95%**, anything below this level is considered a concern. Thank you for your cooperation.

|                 |                    |                 |
|-----------------|--------------------|-----------------|
| 0 days absence  | 190 days in school | 100% attendance |
| 10 days absence | 180 days in school | 95% attendance  |
| 19 days absence | 171 days in school | 90% attendance  |
| 29 days absence | 161 days in school | 85% attendance  |
| 38 days absence | 152 days in school | 80% attendance  |
| 47 days absence | 143 days in school | 75% attendance  |

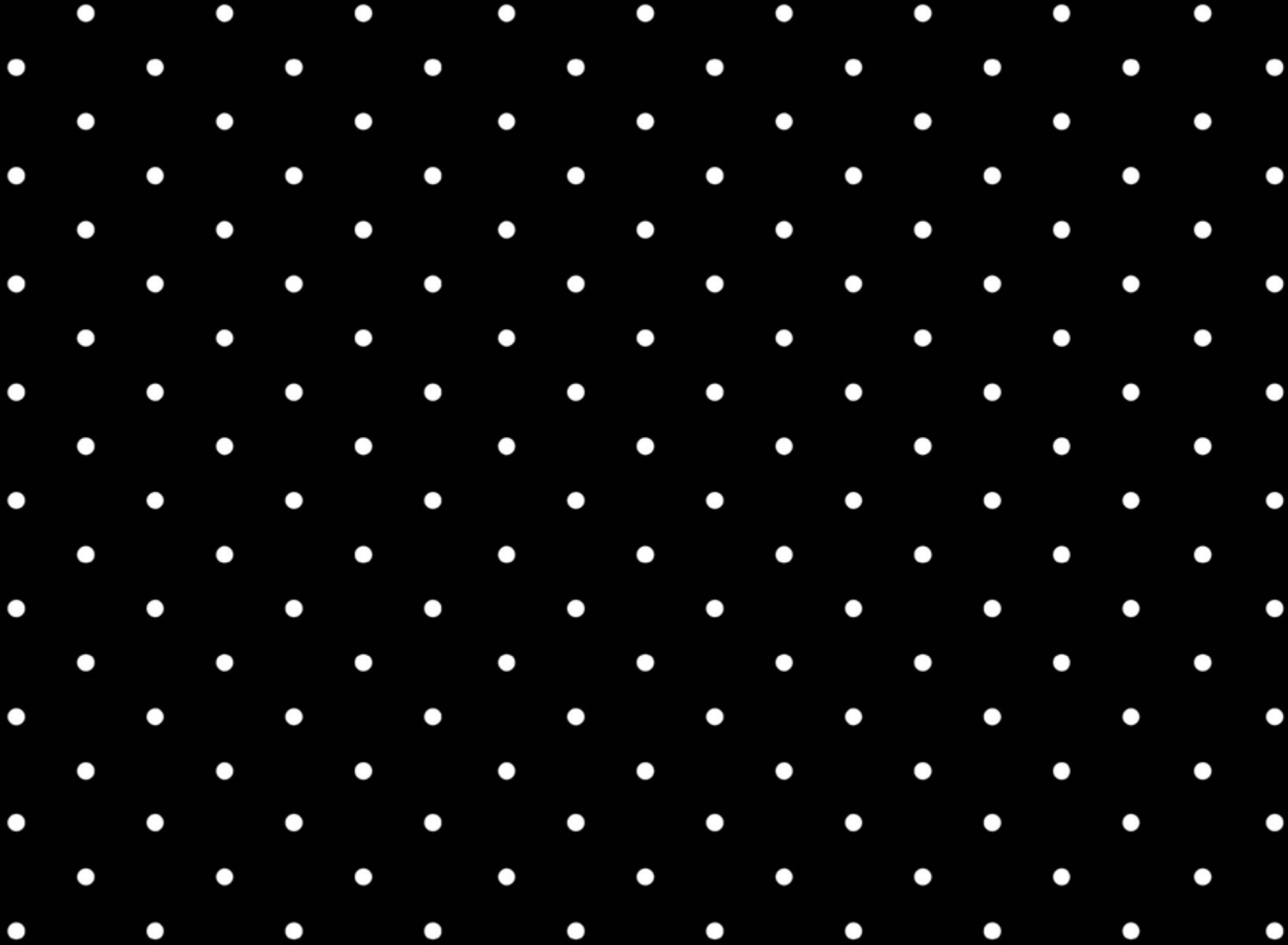
| Attendance | Days absence | Weeks absence | Hours missed |
|------------|--------------|---------------|--------------|
| 95%        | 9 days       | 2 weeks       | 59 hours     |
| 90%        | 19 days      | 4 weeks       | 124 hours    |
| 85%        | 29 days      | 6 weeks       | 189 hours    |
| 80%        | 38 days      | 8 weeks       | 247 hours    |
| 75%        | 48 days      | 10 weeks      | 312 hours    |
| 70%        | 57 days      | 11.5 weeks    | 371 hours    |
| 65%        | 67 days      | 13.5 weeks    | 436 hours    |

# **Any Questions?**

Thank you for coming!

I am looking forward to an exciting year with  
your children!

If you have any questions, then please do  
arrange to see me.



⇒ Plan & Organise ⇐