



# Welcome to Year 1

We would like to welcome you and your child to Year 1, and provide you with some useful information about the year ahead.

## Year 1 Staff

Otters: Miss Coveney and Mrs Coles (Mrs McGoldrick – PPA Cover)  
Foxes: Miss Johns, Mrs Clark and Mrs Spriggs (Mrs Collins – PPA Cover)

## Year 1 Expectations

We aim to make the transition from Reception to Year One as smooth as possible. The children will be expected to come into the Year One classrooms independently in September. They will also be expected to be responsible for their own belongings making sure that they organise themselves at the beginning and end of the school day.

## Year 1 Curriculum

The Year One Curriculum is planned around a series of subject based topics. The children will be involved in first hand experiences with more emphasis placed on active teaching and learning. We teach English lesson as a whole class as we believe it is important to ensure that literacy skills are firmly embedded into other subjects such as science, history and geography which are currently taught in whole class groups. Writing will be taught in mixed ability class groups, by your child's own class teacher, where the work will be differentiated for the varying ability groups within the class. The skills the children acquire can then be more thoroughly reinforced through the writing produced in other subject areas. More cross curricular teaching may also take place where links will be made between English and other subjects. For example a unit on adventure story writing may be taught through a history topic or the development of spelling patterns may be explored through writing in science. We hope that the children will understand the importance of showing their best writing skills in all written tasks and not just in isolated English lessons.

As of September, we will be trialling a new approach to mathematics known as Maths Mastery. With this approach, there is a greater emphasis on broadening our pupil's understanding and experiences of mathematics to provide them with deeper understanding of concepts as opposed to moving on to the next stage of a concept too quickly. Maths mastery also allows children to make greater connections to other areas of mathematics. We will continue work on maths fluency, written calculations methods and the recall of multiplication & division facts. Details of the year group curriculum for maths can be found on the school website.



In Year 1 we will continue to have Child initiated sessions (choosing) regularly at the beginning of the year. In Year One we introduce a challenge element to these activities which all the children are expected to take part in and these sessions are focused and based on lesson content from that week. The number of child initiated sessions per week will decrease as we progress through the year.

## **Reading**

Reading in the classroom will take place daily through a variety of reading activities. These may take the form of class, group or individual work. We would ask parents to hear their child read regularly (ideally at least two or three times a week) and write a comment in their reading record book when they have listened to their child. We expect the children to have both reading books and reading record books in school every day. We would like children to change their reading book regularly but this will depend on the size of the book they take home. A comment about each child's reading will be written in the contact book by school staff following their reading sessions. This is in addition to the internal on-going assessment and record keeping systems that we use within school. Our aim is to encourage all children to read as often as possible and for the children to develop a life-long love of reading. It is our observation that children who read regularly at home, and therefore read a wider range of texts, tend to demonstrate greater progress in reading, writing and spelling.

## **Homework**

Regular reading, spelling and the retention of number facts and multiplication / division facts are essential in the development of English and Maths skills as they underpin many concepts.

Younger children need to be developing their skills of sounding out words, blending sounds together to develop fluency. Discussing the content of the story with the children is also important. As children become fluent readers, it is still important to read regularly and discuss events in the story, the vocabulary used in the story and consider why an author has used a particular word and the effect it has on the reader. Children also need to develop their inference and deduction skills; considering the mood of a character or his/her personality based on the evidence or clues within a text.

The ability to recall number facts at speed contributes greatly to many areas of maths. With speedy recall, children are able to make greater links between facts eg, If you know  $4 \times 6 = 24$ , you can quickly calculate  $40 \times 6 = 240$  and  $40 \times 60 = 2400$ . Knowledge of these facts also enables written calculations to be accurate and there are also many links to be made to fractions, decimals and percentages.



As part of weekly homework this year, we want to place a greater emphasis on the children practising these skills. Therefore, they will become the core element of homework. Children should be reading at home at least several times a week, practising spellings regularly and rehearsing number facts or as they get older times tables. There are many different online games and activities to help support these activities.

During the Autumn term, we are intending on subscribing to a new online system for Maths homework called, MyMaths which will enable all homework to be set and completed using either a computer or tablet. Further details regarding the launch of MyMaths and how to use the site will be sent in due course.

For further information about the school's homework policy, please see the 'How can I help my child' section on the school website.

Term 1– regular reading and practising of number bonds/facts

Terms 2 to 6 – Children will be set one piece of homework per week which may be Maths, English, Phonics or topic based in addition to regular reading and the development of number facts as appropriate to age and ability.

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## **Spelling**

Spelling and phonics is an important part of the curriculum at Godinton. In Year 1 all children will be focusing on phonics work, this will be a suitable phase from the Letters and Sounds scheme matched to the children's ability. As the year progresses some children may move onto exploring other spelling rules and strategies whilst others might continue to develop their phonetic knowledge. When your child moves to a different phase in the Letters and Sound scheme, a sticker will be placed in the reading record. Phonics work is currently taught in ability groups for four 20 minute sessions per week (amend as appropriate). Please check the website in able to support your child further with the phase they are working on.



## **Equipment and Resources**

All children are encouraged to be respectful of school resources. We provide all equipment for all children in the classroom; this includes pencils, pens, rulers and scissors. If children are inconsiderate about the use of school equipment this will need to be replaced at a cost to parents. We would also like parents to provide a waterproof coat and would ask that parents also put some spare clothes such as pants/knickers and socks in their child's PE bag (incase of accidents).

We are sure you are well practiced at this now but **PLEASE name everything clearly**; it is amazing what they can lose.

## **P.E**

Children will have one timetabled PE session in the hall each week and one session outside. It is however useful for them to have their PE kit in school every day. It is essential that the PE kit should consist of a coloured house t-shirt, black or navy shorts, plimsolls, trainers and some tracksuit bottoms. Your child's PE kit should be in school every day. It is essential that PE kits consist of a coloured house t-shirt, black or navy shorts, plimsolls for indoor PE and trainers for outdoor PE. A tracksuit is useful for outdoor PE in colder weather as we will only miss these sessions if the conditions are extreme. **All items should be fully named.** If your child wears earrings these **must** be taken out for PE. Any child, who cannot remove them, will not be allowed to participate in PE sessions.

Please ensure you check the sizing of your child's PE footwear regularly as they almost always grow out of them during term time.

**Otters PE-** Tues / Wed

**Foxes PE –** Tues / Thurs

## **School Trips**

As part of our science topic in the early terms Year 1 are hoping to plan a visit to Wildwood animal park to further learn about and observe British wildlife. Alongside regular trips to Loudon Woods to investigate the changing seasons.

## **Celebration Assembly**

This will take place on a Thursday. This is a time when selected children's achievements are rewarded each week with special certificates and Birthdays are celebrated. Every fortnight a child from each class is chosen as the Citizen of the Week and invited to a tea party with Miss Talbot.



### **Healthy Snacks and Water**

Children may bring fruit or a vegetable snack for morning break. On Fridays they may bring any healthy snack e.g. yogurt or cheese. Children are only allowed water in their bottles to drink during the day in their classrooms. This should be provided in a 'Godinton Water Bottle' (available to purchase from the school office) or a clear bottle, no larger than 500ml which has their name on. All water bottles must have a sports cap to help reduce spillages.

### **Speaking to School Staff**

Children are expected to come into school independently in the morning. First thing in the morning is not an ideal time for parents to talk to staff as their priority must be supervising the children coming safely into the classroom. We escort the children onto the playground in the afternoon and this is a good time to catch us if the need arises. Many minor problems can be sorted out this way. For more important matters an appointment can be made via the school office.