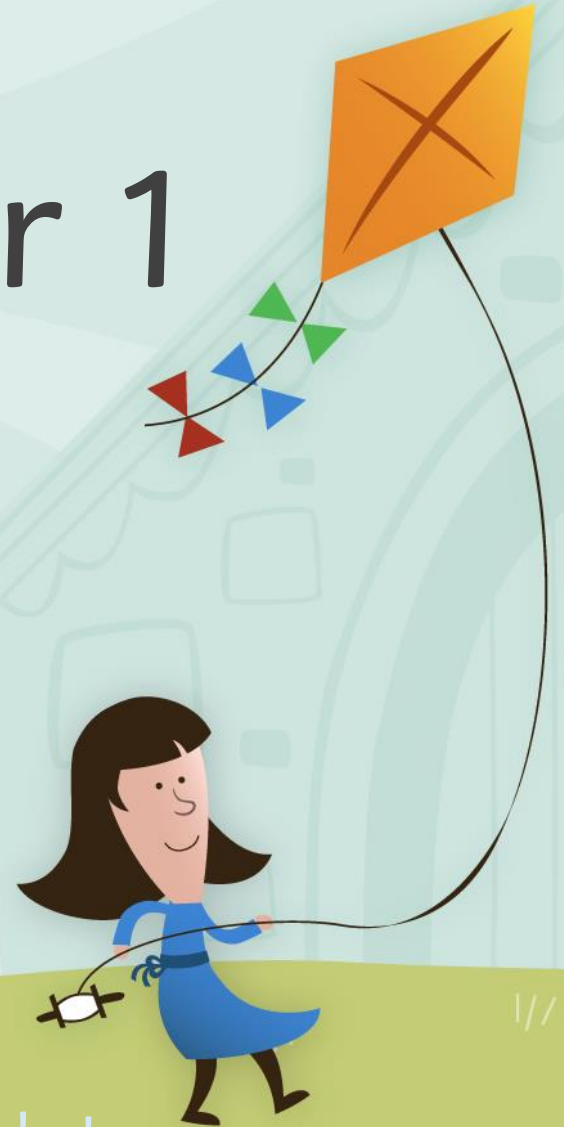




# Welcome to Year 1 Meeting



Believe, Grow, Succeed... to be the best 'me' I can be!

# Meet the Staff



Mr Jones  
Teacher



Mrs Bleakley  
Teaching Assistant



# Our Typical Week

	8.30-8.45am	8.45-9.00am	9.00-9.30am	9.30-10.25am	10.25-10.40	10.40-11.00	11.00-11.50	11.45-12.00 (KS1 Playtime)	12.00-1.00	1.00-1.10	1.10-1.55	1.55-2.05	2.05-3.00	3.00-3.10	3.10
Monday	Register/ Check ins  Daily Readers	Assembly  <b>Reading Groups</b>	<b>PHONICS</b>	Maths	<b>PLAYTIME AND SNACK</b>	Handwriting  <b>Phonics Catch Up</b>	English	<b>WRITING INTERVENTION</b>	<b>LUNCHTIME</b>	<b>CLASS READER</b>	Science	<b>PLAYTIME</b>	Science	<b>PREP FOR HOME</b>	<b>HOMETIME</b>
Tuesday	Register/ Check ins  Daily Readers	Assembly  <b>Reading Groups</b>		Maths		Handwriting Precision Teaching <b>Phonics Catch Up</b>	English				History		History		
Wednesday <b>PPA DAY</b>	Register/ Check ins  Daily Readers	Assembly  <b>Reading Groups</b>		Maths		Handwriting Precision Teaching <b>Phonics Catch Up</b>	English				RE		GAMES		
Thursday	Register/ Check ins  Daily Readers	Assembly  <b>Reading Groups</b>		Maths		Handwriting Precision Teaching <b>Phonics Catch Up</b>	English				PE		MUSIC/ PSHE		
Friday	Register/ Check ins  Daily Readers	<b>Spelling Test</b>		<b>SPaG</b> New Spelling Rule		Feedback Friday Precision Teaching <b>Phonics Catch Up</b>	Maths				Computing		<b>2.05pm</b> Assembly  <b>2.30pm</b> Whole School Golden Time		

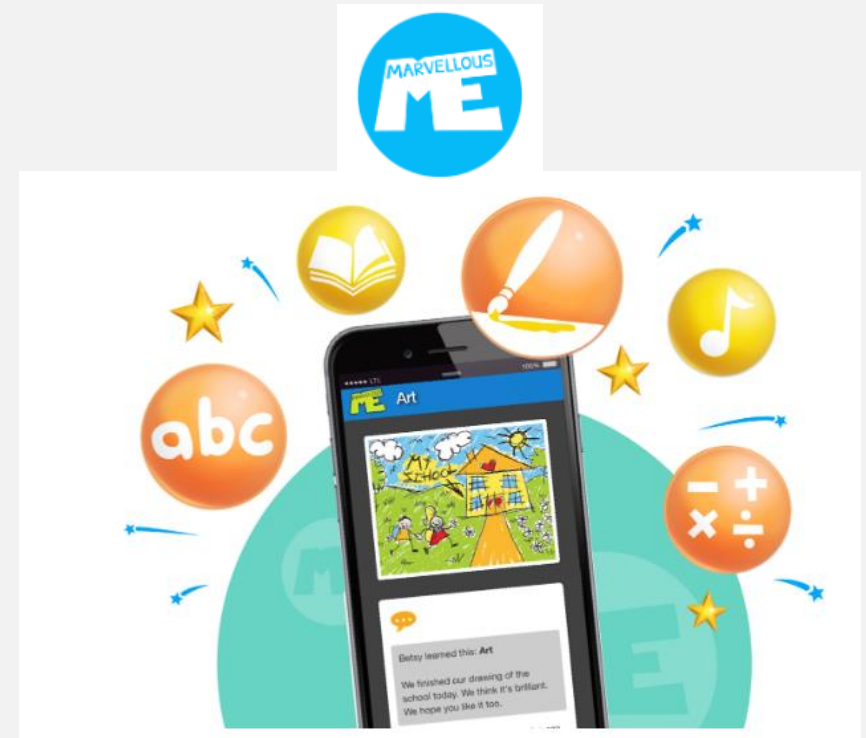


# What is my child learning?

## Curriculum Timetable

Year 1 Autumn 1	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
History Changes in living memory (within 100 years)	What toys do we play with today?	What toys did our grandparents play with and how do we know?	How is my teddy different to the very first teddy?	How have toys changed over time?	How has entertainment and communication changed over time?	How have our homes changed over time?
Geography The UK (Weather)	What is the UK? Which countries are part of the UK?	What are the capital cities of the UK?	What is life like in a capital city (London)?  How do people move around London?  What are the landmarks of London (Compass directions)?	What is life like in a capital city (London)?  How do people move around London?  What are the landmarks of London (Compass directions)?	What seas surround the UK?	What might you see at the seaside?
Science Animals and Humans	Observing Animals Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.  Identifying and classifying.  • To identify and name some common animals.	Comparing Animals Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets). Identifying and classifying. • To describe and compare the structure of a variety of common animals.	Animal Diets Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Identifying and classifying. • To identify, name and sort animals that are herbivores, carnivores and omnivores.	The Human Body Identify, name, draw and label the basic parts of the human body. • To name and label the parts of the human body	Senses Say which part of the body is associated with each sense. To perform simple tests. • To name the five senses and to perform simple tests to find out more about them.	Sorting Animals Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets). Identifying and classifying. • To sort animals according to a criteria.
Computing ONLINE SAFETY/ Grouping and Sorting	Safe Logins • To log in safely and understand why that is important. • To create an avatar and to understand what this is and how it is used. • To be able to create a picture and add their own name to it. • To start to understand the idea of 'ownership' of creative work. • To save work to the My Work area and understand that this is private space.	My Work Area • To learn how to find saved work in the Online Work area. • To learn about what the teacher has access to in Purple Mash. • To learn how to see messages left by the teacher on their work. • To learn how to search Purple Mash to find resources.	Purple Mash Topics • To become familiar with the types of resources available in the Topics section. • To become more familiar with the icons used in the resources in the Topics section. • To start to add pictures and text to work.	Purple Mash Tools • To explore the Tools area of Purple Mash and to learn about the common icons used in Purple Mash for Save, Print, Open, New. • To explore the Games area on Purple Mash. • To understand the importance of logging out when they have finished.	Sorting Away from the Computer • To sort items using a range of criteria.	Sorting on the Computer • To sort items on the computer using the 'Grouping' activities in Purple Mash.
RE Values and Commitments	How do people show they care?	How do faith communities show they care? Sikhism (5K's), <u>Gudwara</u> - <u>Langaar</u>	Why do believers care for others? <u>Prashad</u> ( <u>Gudwara</u> ) - Sikhism	Who do you care for?	Be My Guest (Islam)	The Good Samaritan (Christianity)
PSHE/RSE Citizenship Links to BV	Rules in school and at home	Caring for others: animals	The need of others	Similar, yet different	Belonging	Democratic decisions

## Marvellous Me





# Maths



White Rose Videos –  
access at home to  
support learning



Progression in calculations: Addition			
Vocabulary: sum, total, parts and wholes, plus, add, altogether, more, 'is equal to', 'is the same as'.			
Active and strategies	Concrete	Pictorial	Abstract
Combining parts to make a whole Part-whole model	Use cubes to add two numbers together as a group:  Encourage children to move the object as they count so they do not count it twice. Or in a bar: 	Use pictures to add two numbers together as a group:  Or in a bar:  Encourage children to cross out the pictures as they count so they do not count it twice.	Use the part-part-whole below to move into the abstract:  $5 + 2 = 7$ $10 = 10$
Counting at the number line	Start with the larger number on the bead string and then count on to the smaller number 1 by 1 to find the answer.  Counting on using number lines, cubes or Numicon.	Start at the larger number on the number line and count on in ones or in one jump to find the answer.  A bar model which encourages the children to count on, rather than count all. 	Place the larger number on the smaller number.  The abstract number line:  What is 2 more than 4? What is the sum/total?

### YR2 Knowledge Organiser - Time

**Key Concepts**

- Tell and write the time to five minutes, including quarter past / to the hour
- Draw the hands on a clock face to show times
- Know the number of minutes in an hour and the number of hours in a day
- Compare and sequence intervals of time

**Key Vocabulary**

- time
- o'clock
- half past
- quarter to / quarter past
- minutes / hours / days
- minute hand / hour hand
- interval / duration
- longer / shorter

**O'clock and Half Past**

It is an o'clock time when the minute hand points to 12 on a clock. The hour hand shows us which hour it is. It is important not to mix up the different hands. The minute hand is usually longer and thinner than the hour hand.

**Quarter Past and Quarter To**

At quarter past times, the minute hand points to the 3 and the hour hand sits just past the hour. At quarter to times, the minute hand the hour hands sits just before the next hour.

**Minutes in an Hour**

There are 60 minutes in an hour. We can count in 5s around the clock to see the minutes.

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Calculation Policy/ Knowledge Organisers – available on  
school website to support Maths



# Maths



Optional.

Expectation –  
Year 2 (2, 5, 10)  
Year 3 (3, 4, 8)  
Year 4 (6, 7, 9, 11, 12)



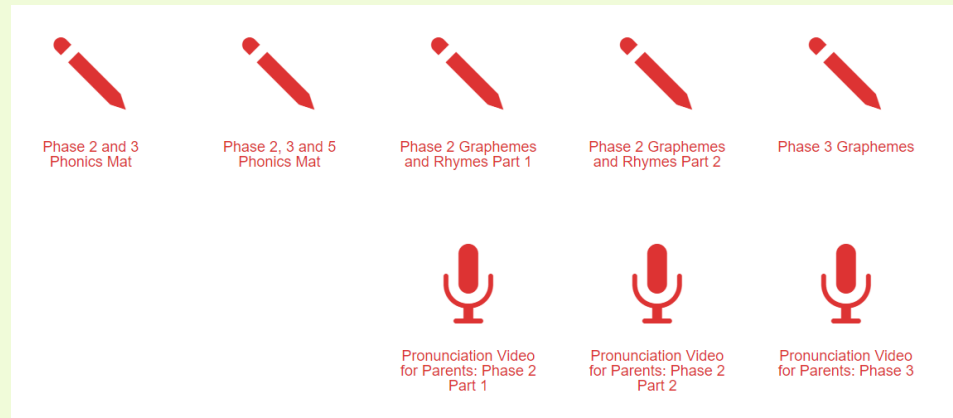
# Phonics

We're teaching every child to read with Little Wandle Letters and Sounds Revised  
A complete SSP validated by the Department for Education



- Systematic synthetic phonics programme validated by Department for Education.
- Phonics sessions take place every day in school with a trained Little Wandle Teacher or Teaching Assistant.
- Most children will now be secure with Phase 2, 3 and 4. There is one more phase children need to be taught before the end of Year 1.
- Children will take the statutory Phonics Screening Check in June 2024.

Grow the code grapheme mat Phase 2, 3 and 5												
S	s	t	p	n	m	d	g	c	r	h		
ss	tt	pp	nn	mm	dd	gg	cc	rr	rr	h		
ce	ce	ce	ce	ce	ce	ce	ce	ce	ce	ce		
st	st	st	st	st	st	st	st	st	st	st		
sc	sc	sc	sc	sc	sc	sc	sc	sc	sc	sc		
b	f	l	j	v	w	x	y	z	qu			
bb	ff	ll	jj	vv	ww	xx	yy	zz	qu			
ph	ph	ph	ph	ph	ph	ph	ph	ph	ph			
al	al	al	al	al	al	al	al	al	al			
ge	ge	ge	ge	ge	ge	ge	ge	ge	ge			
ve	ve	ve	ve	ve	ve	ve	ve	ve	ve			
wh	wh	wh	wh	wh	wh	wh	wh	wh	wh			
x	x	x	x	x	x	x	x	x	x			
y	y	y	y	y	y	y	y	y	y			
z	z	z	z	z	z	z	z	z	z			
se	se	se	se	se	se	se	se	se	se			
ze	ze	ze	ze	ze	ze	ze	ze	ze	ze			
ea	ea	ea	ea	ea	ea	ea	ea	ea	ea			
y	y	y	y	y	y	y	y	y	y			
o	o	o	o	o	o	o	o	o	o			
a	a	a	a	a	a	a	a	a	a			
u	u	u	u	u	u	u	u	u	u			
o-e	o-e	o-e	o-e	o-e	o-e	o-e	o-e	o-e	o-e			
ou	ou	ou	ou	ou	ou	ou	ou	ou	ou			

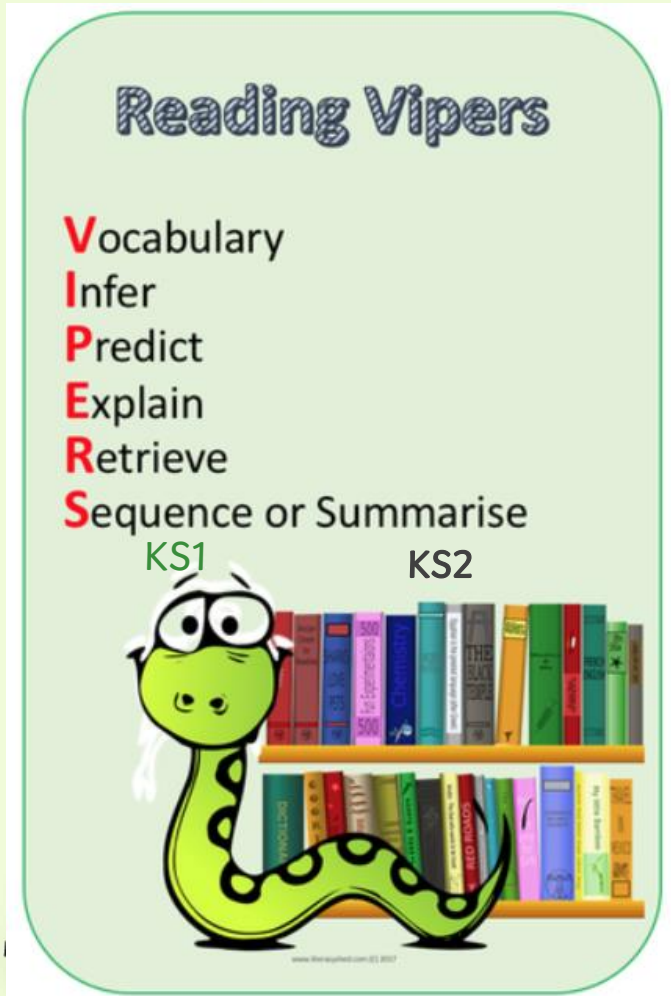


We have slightly adapted the Little Wandle rhymes. Please refer to school website for school rhymes.



# Year 1 Reading

- Reading Sessions (phonics) - Three times a week
- Books are carefully matched to children's secure phonic knowledge and word reading.
- When children take the book home to read, they should be 90% fluency. Please do not worry that the book is too easy – it needs to develop fluency and confidence in reading.
- Phonics books will be changed every week. Books should be in school every day. Please record any reading on Boom Reader (minimum once a week)
- Children will have the opportunity to go to the school library weekly. Please log reading on Boom Reader.



Decoding

Prosody  
(intonation/  
expression)

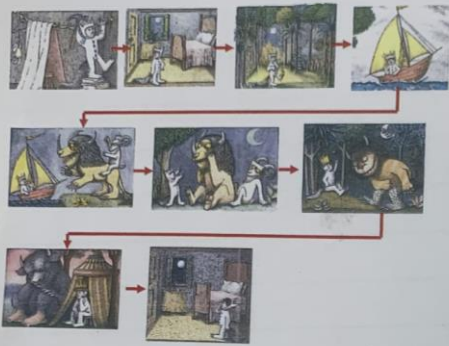
Comprehension



Please read with your child for 10 minutes every night. Reading to children is also extremely important!



WALT: To use sequence a story correctly.  
TASK: To retell the story 'Where the wild things are'.



One night Max wore his wolf costume and made mischief of one kind. He got a hammer and a pin, and he had a string. <sup>Then</sup> he made a den. Next he chased his gluggy dog because he wanted to eat him. His mom called him wild thing. <sup>Next</sup> he was sent to his bedroom with nothing to eat. Later that night a forest grew. Max sailed in his private boat and over a year he got to where the wild things are. He saw some scary thotted monsters and they had yellow eyes.

and he froze them with the magic. They ~~made~~ liked him so much that they made him king. Later that night he wanted someone who loved him most of all. In the morning he sailed back over a year and he saw that was in his bedroom and his dinner was still hot.



Birches First School  
Believe, Grow, Succeed...  
...to be the best 'me' I can be.



Year 1 Word List Spelling Test  
National Curriculum

the	you	where
a	your	love
do	they	come
to	be	some
today	he	one
of	me	once
said	she	ask
says	we	friend
are	no	school
were	go	put
was	so	push
is	by	pull
his	my	full
has	here	house
I	there	our

# English





10 minutes per day:  
Write comments on Boom Reader.

# English



Tested every week.

		<b>Little Wandle - Letters and Sounds</b> <b>Year 1 Phonics Home Learning</b> <b>Phase 3 - Autumn 1 Week 1</b>			
<small>Please support your child to practise and reinforce the phonemes and graphemes we are learning in school. More information and support can be found on the Little Wandle website - <a href="https://www.littlewandlelettersounds.org.uk/resources-for-parents/">https://www.littlewandlelettersounds.org.uk/resources-for-parents/</a></small>					
<b>Phonemes we will be revising this week in school -</b>					
ai	ee	igh	oa	oo	ar
or	ur	oo	ow	oi	ear
<b>We will be reading and writing words.</b> Can you spot this week's phonemes? tail main feel deep right fight road soap food boot hard bar born sort surf curl foot took down town join coil hear near					
<b>We will be reading sentences.</b> Can you spot any tricky words? The toads feel so cool. The boot on my right foot is too hard. I can see foxes in the car lights. We can go down to the town on the bus.					
<b>We will be practising tricky words.</b> Can you spot the tricky part of the word? no go so my by to into out the					
<b>We will be practising spelling these words.</b> Feel right go food hard my sort took into down hear out					

Little Wandle  
Home Learning

Phase 2 grapheme information sheet		Autumn 2	
Grapheme and mnemonic	Picture card	Pronunciation phoneme	Formation phoneme
j j	jellyfish	Push your lips and show your teeth as you say j j j	All the way down the jellyfish. Dot on its head.
v v	volcano	Put your teeth against your bottom lip and make a buzzing vvv vvv	Down to the bottom of the volcano, and back up to the top.
w w	wave	Push your lips and keep them small as you say w w w	From the top of the wave to the bottom, up the wave, down the wave, then up again.
x x	box	Mouth open then push the air's sound through as you show your mouth as x x x	Start at the top, then across to the bottom of the box. Start at the top, then across to the bottom of the box.
y y	yo-yo	Smile, tongue to the top of your mouth, say y without opening your mouth	Down and round the yo-yo, then follow the string round.
z z	zebra	Show your teeth and buzz the z sound zzzzzz	Zip across, zig down and across the zebra.

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Flashcards – regularly.



# PE/ Games Health and Safety (including clubs)

## Participation

All pupils are expected to participate in PE/ Games lessons.

Alternative tasks if there is an injury or illness (agreed by Headteacher).

## PE/ Games Kit

Please ensure children have correct kit.



## Jewellery

All jewellery including earrings must be removed.

Religious artefacts need to be removed or made safe.

## Forest School

Children will participate in Forest School for one half term throughout the year.

## Hair and Nails

Long hair should always be tied back. Nails need to be sufficiently short to prevent injury to self and others.

## Watches

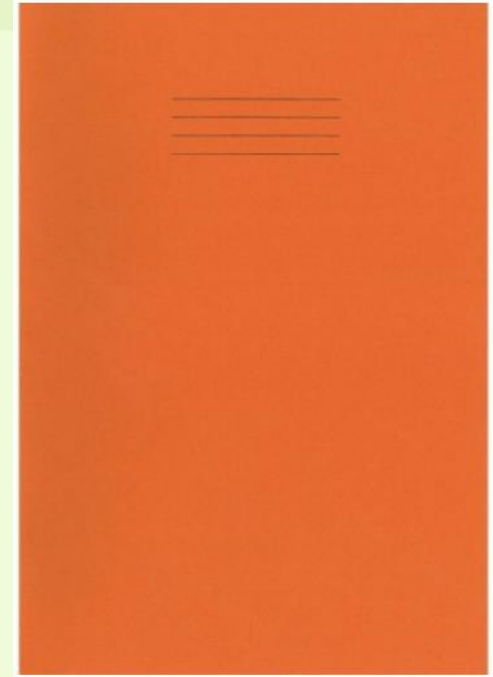
All watches (including fitness watches and wristbands monitoring activity) should be removed for all PE lessons, clubs and activities.





# Homework

- As of next year, we will be sending Homework home weekly.
- This will be sent home in a Homework book.
- It will alternate between a piece of maths and a piece of English each week.
- In Year 1, we will be sending home letter formation work as part of our English.



# PSHEe/ RSE

- Relationships and Health Education is a compulsory part of every school's curriculum including:
  - **Relationships**
  - **Physical health and mental wellbeing**
- Relationships and Health Education will be covered through our Personal, Social, Health and Economic education (PSHEe) lessons which are taught weekly.
- A letter will be sent to parents before any sensitive issues are discussed so parents are fully aware when a particular subject is being taught including key vocabulary.





## Golden Expectations

We care for everyone  
and everything

We are polite

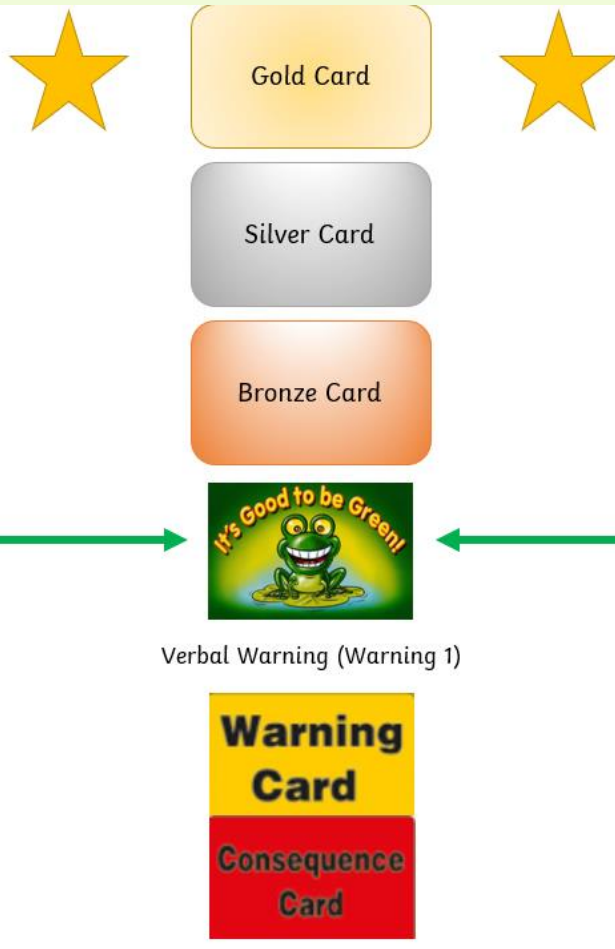
We tell the truth

We listen

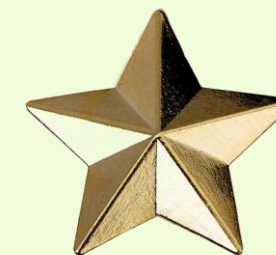
We walk in school

We work together

We always try to be the best 'me' I can be!



# Behaviour Policy



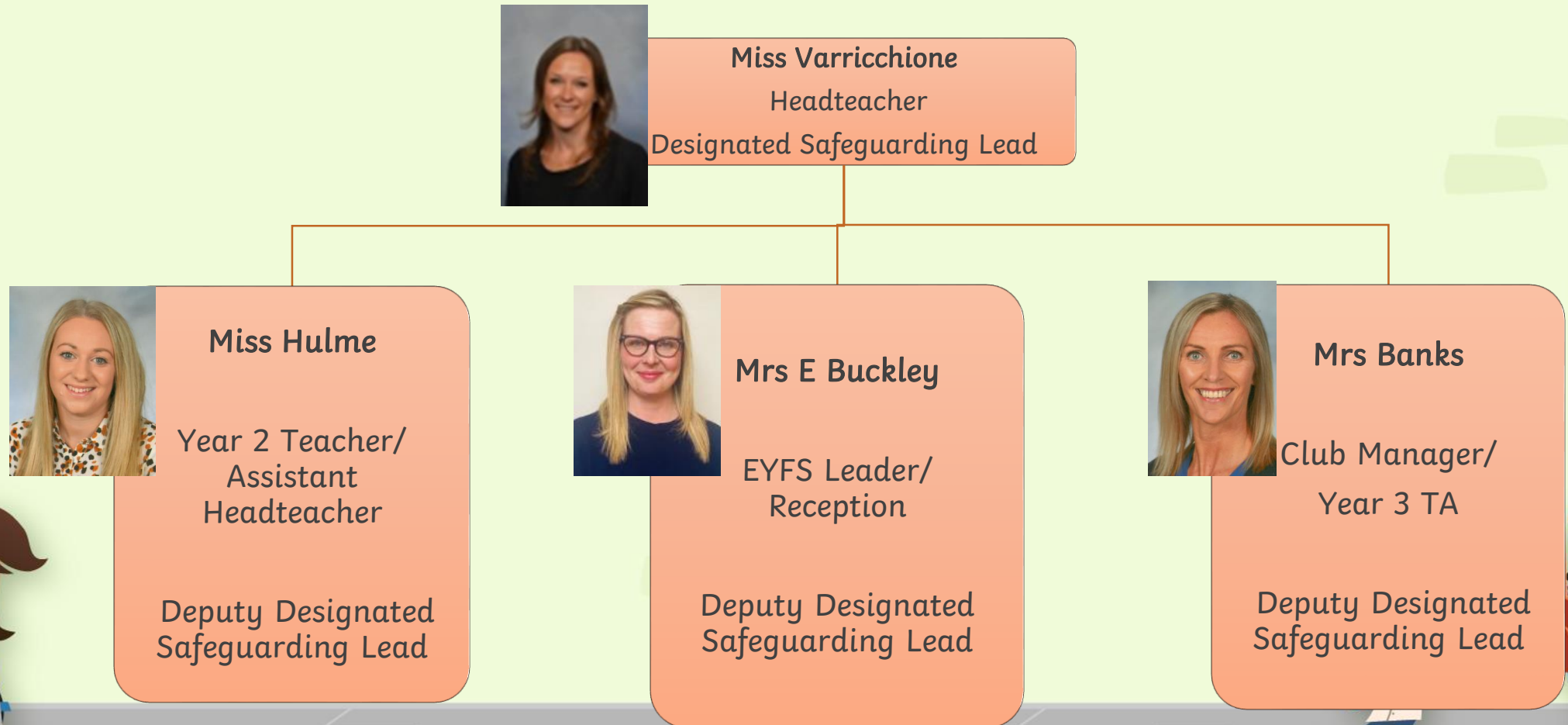
## Golden Table





# Safeguarding Leads

At Birches First School the safety of our children is of upmost importance. It is everyone's responsibility to safeguard our children but speak to one of the people below if you have concerns.



# Pupil Premium

Pupil Premium funding is allocated to schools to support children and remove barriers to educational achievement. Schools receive funding for;

- each child registered as eligible for free school meals at any point in the last 6 years.
- each pupil who is in local-authority care or has left local-authority care because of 1 of the following:
  - adoption
  - a special guardianship order
  - a child arrangements order
  - a residence order
- children with a parent who has served in the armed forces at any point in the last 4 years.

Please speak to Miss Varricchione if you feel your child may be eligible.

It really can make a difference!



# General Information



Snacks – healthy lunchboxes please. Children may bring snack at breaktime (healthy snack – no boxes please)



First aid – please ensure all medication is signed in at the office (4 times a day only).



Check pupil record – update with any changes.



Attendance – below 90% persistent absence. Please ensure children are on time everyday. Please do not arrange medical and dental appointments in school time, wherever possible.



Remember you are automatically a member of the PFA. Please join us for meetings or help at any fundraising events. It helps your children!



Please take care when travelling to and from school, and park in a safe and considerate place.





# Any Questions?

## Communication

- Mid-Year Report
- End of Year Report
- Parents' Evening Appointments
- School website – Letters, Newsletters, Curriculum information
- Marvellous Me
- Class email address - [Y1@birches.staffs.sch.uk](mailto:Y1@birches.staffs.sch.uk)

