

## **Year One Presentation Evening Information September 2024**

Thank you to those of you who attended the Year 1 Presentation Evening. Here is an outline of the information that was discussed for those of you who were unable to attend.

### **Transition from Year R to Year 1**

We know the transition from Year R to Year 1 can be a daunting prospect for both the children and parents, as the children go from guiding themselves to more direction from the adults. This is a big step! There is more emphasis on whole class teaching with a requirement for children to be more independent. At the beginning of the year, the teaching will mainly take place with the children in groups working on different activities, so that the teacher and teaching assistant can focus on one group each and help them, whilst the other groups work and play independently, moving between the shared area and outside area too. As the year goes on, the structure will change and it may be that all the children will be working on a task, either independently or with an adult, but always pitched at their level, according to their ability.

### **Topics**

**Autumn 1** - Pirates and the Titanic

**Autumn 2** - It's a Wonderful World

**Spring 1** - Space

**Spring 2** - Castles

**Summer 1** - Farm

**Summer 2** - Once Upon a Time

### **Trip, Events and Visitors**

We have a number of trips and visitors during the year. These include a visit from the Openbox Theatre group, making the Titanic come to life. We will be going on at least one out-of-school trip to Longdown farm at the beginning of the summer term. There will be more information available nearer the time. We also organise parent events where we invite you in to take part in projects with your children and dressing up theme days at the end of some topics.

### **Shared Area**

The children will continue to have fun and develop their speaking and listening and social skills in the Year 1 area. Over the year the children share ideas, vote and create their own role play area like they did in Year R. In this area we also have access to a DT area, funky fingers activity, iPads, a sensory corner and small world play. This is accessed by all the classes.

## **Outside Space**

The outside area is another hands-on space for the children to work and play in. Outside learning is valuable to the children's development and we use it in all weathers, so ensure your child has a coat and wellies. The area is fenced off and the children will develop their independence by accessing activities that consolidate their previous week's learning. These areas help underpin everything we do and ensures that play remains a part of the school day. We do encourage the children to be independent learners, just as they were encouraged to be in Year R. Play is a vital part to your child's learning so we ensure that this remains... and it's fun! Children learn best when they are enjoying themselves.

## **A Typical Day in Year 1**

### **Morning Reading**

- Individual Reading
- Morning reading jobs- children work independently to complete literacy, FMS (fine motor skills) and maths tasks that reinforce the previous week's learning.

### **Mornings in Year 1-**

#### **Whole Class English/Maths tasks**

- **Phonics**  
Phonics sessions may take place during the morning and in the afternoons. The children follow on from where they finished in Year R with our Supersonic Friends!
- **English/Writing**  
We link many of our English and writing tasks to high quality texts. We normally start our planning with a drama or speaking and listening activity, we look at new vocabulary and then teach specific skills. We usually spend up to two weeks looking at one text.
- **Class Maths Tasks**  
We complete a maths task every day. We follow the White Rose maths scheme. The children are encouraged to use concrete resources to develop their understanding of different concepts and methods.
- Each class has P.E twice a week; one morning and one afternoon session. Squirrel Class have PE on Mondays and Tuesdays, Fox Mondays and Wednesdays and Otters Mondays and Fridays. The children need to come to school dressed in their PE kits on these days. Earrings should be removed or taped before coming to school and long hair should be tied back.

### **Afternoons in Year 1**

This is mainly topic related tasks (History, Geography, Science, Music, Design and Technology and RE). Independence is a key element to Year 1, as it was in Year R. The

children will spend parts of the day working independently-especially in the afternoons when there may be only one member of staff in the classroom. Initially the activities will be simple and, as they grow in confidence their tasks will develop too.

Golden Time is on Friday afternoons. Children will complete unfinished tasks first before Golden Time starts. The children who receive the most Dojo points during the week will bring a letter home on Thursday and can bring in a toy of their choice to play with during Golden Time. They need to be responsible for their toy.

### **Rewards**

- Golden Time
- Dojo points
- Certificates
- Super 6 party
- Charter Reward
- Head teacher award

### **Reward Scheme in Year 1**

In Year 1, instead of the Smiley card system they had in Year R we have a computer programme called Class Dojo. In this program, every child is assigned a friendly monster icon. Good behaviour will earn the children points and making the wrong choices will result in children losing points. At the end of the week the children with the highest scores will be able to bring in a toy for Golden Time.

### **Sanctions**

- Time In
- Losing Dojo points
- Non-negotiable letter
- Being sent to the Year group leader or another teacher, Deputy head teacher or Head teacher.

### **Reading at home**

Try to read every night for 10-15 minutes. If they are too tired, then just leave it until the next night. You don't need to finish the book every night! Children who read at home make far more progress than those who do not. They will have the opportunity to change their reading book throughout the week if they can read it fluently. The phonics newsletters will be included in the weekly mailing as they were in Year R. The really important thing to remember as the children develop their reading skills and start to become fluent and independent readers is to ask them lots of questions as they finish a page. Questions such as, Who did this?, Why did they do it?, What do you

think will happen next? will help to establish if your child is understanding what he or she is reading - you would be surprised at the number of "good" readers who can't remember what they have read at the end of the book or the following morning!

### **Phonics Test**

The Government requires Year 1 children to be tested on their phonic knowledge to indicate whether a child is meeting the expected standard of phonics decoding. This will happen towards the end of the school year. In the autumn and spring term we do a practice phonics check which will familiarise the children with the test and form part of our on-going assessment of phonics. You will receive information on which sounds your child still struggles with so you can help them to practise at home. They need to be able to recognise and say the sounds AND be able to recognise the sounds within a word so they can blend the sounds to read the word accurately. The Year One end of year report will inform you of whether your child passed the test or not. If they don't achieve the pass mark they will redo the check in Year Two.

### **PSHE**

We will be continuing with the SCARF PSHE curriculum that the children followed in Year R. SCARF stands for Safety, Caring, Achievement, Resilience and Friendship. Harold the Giraffe is the mascot for SCARF. Every year group follows the same programme and the topics are built upon each year. The topics covered are Me and my Relationships, Valuing Difference, Keeping Safe, Rights and Respects, Being my Best and Growing and Changing.

### **Home/School Communication**

The link between home and school is very important. If you have any worries about your child whether it be progress in school or problems in the playground, please come and talk to us about it. The first port of call is your child's class teacher. Please don't let things fester as most issues can be sorted easily. If you have information or messages to pass onto the teacher regarding illness, picking up arrangements etc. please do not put it in the school reading book as a teacher may not see it. Please let us know if end of school arrangements change as your child can become upset if they don't know.

### **Ways to support your child at home**

**Encouraging independence:** We know it's easier and quicker if you do it yourself, it's much less hassle and you avoid a tantrum, but in the long term it is not helping your child. If you can encourage your child to be as independent as possible, in the end it will make your life a lot easier and will help them to become an independent learner (e.g. getting dressed themselves, handing in letters themselves, doing their own laces).

**Maths:** This year we would like you to support us with maths homework. This will start in the spring term when the children come back to school after Christmas.

**Number/Letter Formation:** Many children are still writing some letters incorrectly or backwards. Please correct your children if they are forming numbers incorrectly or backwards as it makes it very difficult to join later in Year 2. It is very difficult to correct bad habits.

**Talking, playing and games:** Talking and listening are vital to developing language, vocabulary and communication. Talk to your child about anything and everything! Their vocabulary is so important to all of their academic development in school. Reading-how can they read and understand a word if they have never come across it? Writing-they need a rich and stimulating vocabulary to use in their sentence construction, and in Maths-it's very difficult to understand a concept if they haven't got basic vocabulary. Playing is fundamental to learning - you'd be amazed at what they come up with once their imagination gets going!

**Sharing reading:** Read a variety of different materials to your child; even cereal packets, signposts, instructions. Let them see you reading; books, magazines, recipes etc. Let them know you value it and they will value it too. Read stories to them, using expression or read a story together. It doesn't always have to be their school reading book; variety is key.

**Going to the library:** There is a wealth of resources at your local library so please go and find out. They not only have lots of books that are free to borrow, but for a small charge you can borrow videos, DVDs, educational software for computers and gain access to the internet.

**Handwriting:** If children are writing at home please ensure they are starting and finishing each letter in the correct place. It makes it very difficult to join later in year 2 if they are not written correctly and is difficult to correct bad habits. The letters will have been taught to the children in 'families'-they are formed from the same basic movements.

### **Home School Challenges:**

The home school challenge is a valuable way of working with and talking to your child whilst completing a project together. You will help to build up their vocabulary as well as create good memories. We're not looking for the best or most magnificent product; we'd rather see that the children have done it themselves and can talk about it to the class. Details of this will be on the half termly newsletter.

**Help and Support for us:**

**We would be grateful if you could provide your child with a pot of named playdough. Thank you.**



We are really looking forward to working with your children. If you have any further questions, please see your child's teacher at the door,

Many thanks

Louise Weston, Jo Finn and Cate Lambell