

Welcome to Year 1  
Information Evening

24/25

## All about me...

Worked at Ashcombe Primary School for 6 years before starting at Churchill in 2014

Taught in Y3, Y5 and Y1

ICT geek! As well as comic book geek!

Think logically and break numeracy strategies down into simple steps.

Enjoy teaching outdoor games.

Enjoy art even though I'm no good at it!

Believe there is an important place for comic books, superheroes and drama within schools.

Encourage children to understand and question themselves as learners whilst reflecting on what they have learnt - BLP capacities.

# Aims of Year 1

All children to:

Become more independent.

To develop responsibility for their own learning.

Develop a quick recall of number bonds to 10 and 20

Develop life skills - problem solving, social skills, inquisitive, creative, reflect/evaluate & ICT skills

To have fun and learn in a practical and relevant way!

Enjoy reading...

## Aims of Year 1

In Year 1, you will see practical activities - children learn through “doing”. Some adult led, some self-sustained and child initiated.

To begin with, this will be a balance of recorded learning in their books along with photo evidence.

Continue to encourage the children to be reflective of their own learning and more independent.



# What your child needs

A book bag.

To ensure their reading book is in school everyday.

Correct PE kit (including a change of t-shirt) at all times.

## What can you do to help?

Encourage your child to do their homework

Ensure that your child is reading regularly (diaries will be checked weekly)

Ensure that your child is practising their spellings (10 each week). Children can practise using Spelling Shed or via the spelling list.

Help your child practise their Bonds to 10 and 20 and their mental arithmetic skills. Children can practise using Numbots

# Behaviour

School behaviour policy

Class contract

Home-school partnership

Positive reinforcement:

House Points

Positive Referrals to Mrs Woolvern

# Behaviour

- **First Warning**
- Reminder of the expected behaviour and how we know that you can get it right. We believe in you!
- Reminder of the expectations on our learning charter
- **Second Warning – if the behaviour continues**
- This behaviour is not acceptable
- We will again ask you to think about and remember the expectations on our learning charter
- If there is any further behaviour of this nature there will need to be a consequence.

## Consequences:

The main 4 are:

Going to another class	Losing time – playtime / lunch / golden time
Reflection Sheet	Sent to a senior leader

# Assessment

Ongoing formative assessment and termly summative

Marking- what went well... and even better if...

Self and peer assessment (success criteria)

Feedback to children

Challenges

Liais with parents

Reports

Open door policy



# Literacy Overview Term 1

During term 1 the focus will be:

Captions, lists and labels

Stories with a familiar setting

Stories with predictable/ patterned language

Guided Reading

Spelling - See Curriculum Web for full breakdown of words

Handwriting

Spelling, Punctuation and Grammar (SPAG)

Term 1 literacy work will be based around the popular books 'The Mr Men'

# Literacy Overview Term 1

-During literacy sessions you will see:

A mixture of modelled, shared, guided and independent writing.

We will aim to write for a purpose, where possible, so the children are fully engaged and absorbed with their writing. Get ready to hear very soon from your children about the need to help Mr Greedy out of a sticky situation with the giant!

Reinforce the importance of phonics to help segment unfamiliar and adventurous words.

Practise reading and spelling common exception words.

Practise forming our letters correctly and making sure that our letters are positioned on the line and of a suitable size.

# Phonics

Daily 25 minute session includes: blending and segmenting words using sound knowledge, reading and writing sentences.

Practising reading and spelling "common exception words" each week in phonics.

To help your child with their understanding of phonics, you can search 'Mr Thorne does phonics' on Youtube, play the games on [phonicsplay.co.uk](http://phonicsplay.co.uk) or download the app 'Teach Your Monster To Read'.

I cannot recommend Mr Thorne and Teach Your Monster To Read enough. Both my children thoroughly enjoyed both of the above and found them very rewarding due to the benefits that they saw with their own reading and writing.



# Phonics

## Unlocking Letters and Sounds in Year 1 Basic Points

- Unlocking Letters and Sounds is taught every day.
- When we teach the sounds they are not always at the beginning of words.
- Unlocking Letters and Sounds is taught in four parts:
  1. Revise and Review: We revise the sounds/words we already know. We practise the alphabet.
  2. Teach: We learn a new sound, the action and how to write the sound. *We emphasise the importance of saying the sound as we write it.* We also teach the name of the sound.
  3. Practise: We blend the sounds that we are learning and already know for reading and/or we break up (segment) the words we are learning to help with writing. We practise tricky words we are learning. We carry out practical activities to help reinforce the sounds.
  4. Apply: We either read or write a caption/sentence from the whiteboard-the caption includes sound pictures that we know and also the ones we are working on for that week.



# Phonics

## Key Vocabulary

- Sound picture or grapheme (what the sound looks like when it is written)
- Phoneme (the sound a letter makes)
- Alphabet
- Capital letters
- Lower case letters
- Blending
- Segmenting
- Tricky words
- Caption
- Sentence
- Digraph-two letters making one sound
- Trigraph-three or more letters making a sound
- Sound buttons-how we mark the different sounds within a word
- Sound talk-when we talk like a robot to help the blending process, e.g. f-i-sh = fish
- Phoneme fingers - identifying how many sounds are in a word

# Useful websites for extra reading

Bug Club:

<https://www.pearsonschoolsandfecolleges.co.uk/Primary/Literacy/AllLiteracyresources/BugClubInternational/Online/OnlineReadingWorld.asp>

Collins eBooks: <https://collins.co.uk/pages/big-cat-ebooks>

Mantralingua: <https://uk.mantralingua.com/>

Oxford Owl: <https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/>

Get Epic: <https://www.getepic.com/>

Read on: <https://readon.myon.co.uk/library/browse.html>

# Numeracy Overview

<b>Autumn term</b>	<p>Number</p> <hr/> <p><b>Place value</b> (within 10) FREE TRIAL</p> <p><a href="#">VIEW</a></p>	<p>Number</p> <hr/> <p><b>Addition and subtraction</b> (within 10)</p> <p><a href="#">VIEW</a></p>		<p>Geometry Shape</p> <p><a href="#">VIEW</a></p>	<p>Consolidation</p>		
<b>Spring term</b>	<p>Number</p> <hr/> <p><b>Place value</b> (within 20)</p> <p><a href="#">VIEW</a></p>	<p>Number</p> <hr/> <p><b>Addition and subtraction</b> (within 20)</p> <p><a href="#">VIEW</a></p>	<p>Number</p> <hr/> <p><b>Place value</b> (within 50)</p> <p><a href="#">VIEW</a></p>	<p>Measurement</p> <hr/> <p><b>Length and height</b></p> <p><a href="#">VIEW</a></p>	<p>Measurement</p> <hr/> <p><b>Mass and volume</b></p> <p><a href="#">VIEW</a></p>		
<b>Summer term</b>	<p>Number</p> <hr/> <p><b>Multiplication and division</b></p> <p><a href="#">VIEW</a></p>	<p>Number</p> <hr/> <p><b>Fractions</b></p> <p><a href="#">VIEW</a></p>	<p>Geometry Position and direction</p> <p><a href="#">VIEW</a></p>	<p>Number</p> <hr/> <p><b>Place value</b> (within 100)</p> <p><a href="#">VIEW</a></p>	<p>Measurement Money</p> <p><a href="#">VIEW</a></p>	<p>Measurement</p> <hr/> <p><b>Time</b></p> <p><a href="#">VIEW</a></p>	<p>Consolidation</p>

# History and Geography

## Themes in Y1

Term 1 and 2

Houses and Homes

Term 3

The UK

Term 4

The Great Fire of London

Term 5 and 6

The Seaside



# Science Themes in Y1

Animals, including humans - All about me

Exploring Everyday Materials 1

Plants

Seasonal changes

Animals, including humans - All about animals

Exploring Everyday Materials 2

## Computing in Y1

E-Safety

Programming

Technology in our life

Multimedia

Handling Data



# Year 1 Curriculum Plan Term 1 2024



## Maths

Number: Place Value  
(Within 10)  
Number: Addition and  
Subtraction (Within 10)

## Writing

Captions, lists and labels  
Stories with a familiar  
setting  
Poems on a theme  
Stories about fantasy  
worlds  
Information texts  
Stories with predictable/  
patterned language

## Spelling

Words ending in 'ff', 'll', 'ss',  
zz' and 'ck'.  
Words with the /k/ spelt 'k' and  
'nk' spelling pattern.  
Words with the trigraph 'tch'.  
Adding '-s' and '-es' to make  
plurals.  
Adding the suffixes '-ing' and  
'-ed'.  
Adding the prefix 'un-' and the  
suffixes '-er' and '-est'.

## Phonics

Unlocking Letters and  
Sounds Phase 4 - adding s,  
es, ing, ed, er, est, un and  
reading words with  
contractions

## Learning Theme

Writing - Mr Men

## PE

Football - Develop coordination and movement

## RE - Christianity

Creation

Does God want Christians to look after the world?

## Art

Investigate and use painting materials and techniques  
to communicate ideas

## Computing

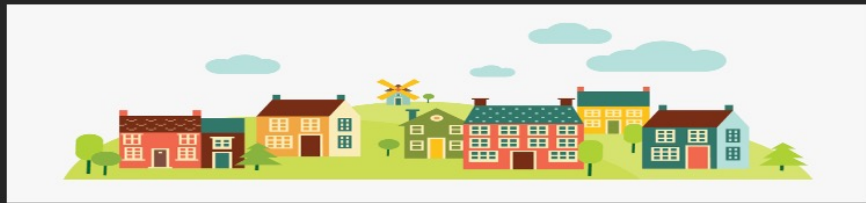
e-Safety  
Programming

## Humanities

Houses and Homes

## PSHE

Being Me



## Small Group Carousel and Independent Learning Outcomes

The main focus for Term 1 is to build on and develop learning habits from last year in EYFS, to enable children to become successful independent learners while continuing to develop their love for learning in a safe environment. Children will focus on their letter and number formation and using their phonics to spell unfamiliar words in a phonetically plausible way. Children will continue to develop their independent skills within a safe environment completing tasks that they are able to do so on their own. There will be an outside learning provision to continue to develop children's social skills that will also allow them to choose the direction of their learning.

Curriculum plan can be found on the school website

# BLPs in Year 1

This year, I will be encouraging the children to think about themselves as learners and the skills that they will use to help them become the best that they can be.

Throughout Term 1, I will be introducing different learning capacities to the children. These capacities are linked to fictional characters and are told through short stories. You will soon hear your children talk about Percy Perseverance and his journey when learning to ride a skateboard.

Year 1 BLP learning capacities to be introduced during Term 1	
Imitating	Collaborating
Empathy & Listening	Planning
Exploring	Revising
Noticing	Perseverance
Imagining	Questioning

To improve learning, before, during and after learning, children will be reminded of and asked to reflect on learning capacities that they think they will use or have used.



# BLPs in Year 1

Building children's learning power is about:

- Helping children to help themselves become better learners.
- Developing children's learning habits.
- Preparing children for a lifetime of learning.

What effect will developing children's learning behaviours have?

- Raised achievement
- Improved behaviour
- Increased motivation
- Supple learning minds
- Increased enjoyment in learning
- Establish habits for lifelong learning
- Enhanced creativity

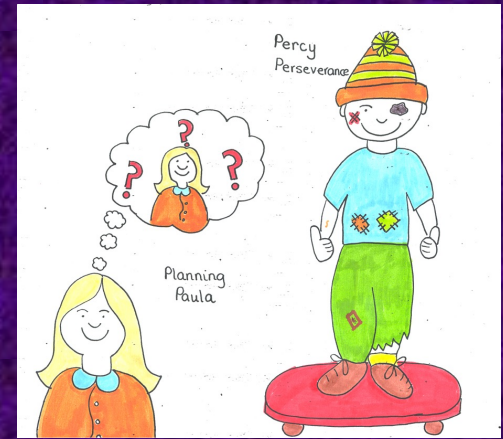
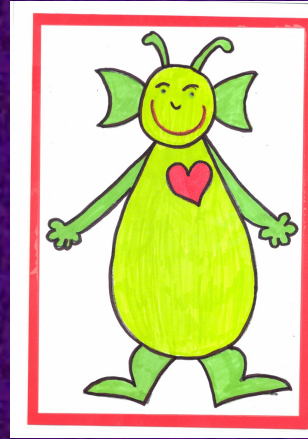
For more information about  
Building Learning Power (BLP)

Please click [here](#)



# BLPs in Year 1

Meet the characters



Make sure you ask your children who they are and what they do!

# An Average Day In Y1

During term 1 , children will work through a carousel of 4 different activities. These include, small group and adult led literacy, small group and adult led maths, small group independent task and independent planning time. The independent activities will help the children to develop their personal, emotional and social skills.

The aim for Term 2 onwards, is to move to whole class teaching, but we will respond to the children's needs and readiness for this style of teaching.

# Take Home Tasks!

Most weeks children will be set a numeracy or literacy activity that will either reinforce or support their learning from that week.

## Handed out Friday - Due in Tuesday

Early bird house point if homework is returned on a Monday!!

Children will receive spellings on a Friday and will need to practise ready to be checked on the following Friday.

Children are expected to read regularly and practise their understanding number bonds.

Children should be regularly using Spelling ShedNumbots - login details can be found inside reading record books





## Year 1 Homework Expectations

### **Homework**

In Year One, the most important thing you can do to help your child to make good progress is to hear him/her read... every day if possible. Your child will bring home a variety of books to share with you. Don't forget to read to your child too; the best readers and writers are children who have a wide experience of books and stories.



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Your child's reading book will be changed initially on a Monday and Thursday as this allows the children to read their book **2 times** and allows for returned books to be quarantined before other children read them. To change your child's book, please remind them to put it in the 'Books to change box' as they enter the classroom on the changing day morning. Please record what they have read with a brief comment in their reading record book. This really helps us, and also enables your child to earn extra house points!

When the school library is open, your child will have the chance to bring a library book home for you to share together (which will most probably be one they are not able to read independently). Once the library is open, the library books will be changed once a week – day to be confirmed at a later date.

### **Spellings**

High frequency and common exception words will be learnt and practised during our daily phonics sessions and modelled and shared writing. Your child will bring home a termly spelling booklet to practise and consolidate their learning of weekly spellings at home. This will enable you to see what your child has been learning and help support their progress. Your child will also have 4 personalised high frequency words to learn each week based on what they can spell already.



### **Maths**

Each week your child will be given a task that will help develop their mathematical skills and link with the topic we are studying in class. Please can your child also visit [www.play.numbots.com](http://www.play.numbots.com) to practise and develop their mental arithmetic.



# Reminder

## Helping your children at home

Read every day and write in message book.

Children's books will be changed after the 3<sup>rd</sup> read.

Practise keywords and spellings. Spellings issued on a Friday and Tested the following Friday.

Practise number and letter formation.

Practise bonds to 10 and 20

Practise mental arithmetic

Play Numbots - [www.play.numbots.com](http://www.play.numbots.com)

Play Spelling Shed - [www.spellingshed.com](http://www.spellingshed.com)

Extra ideas: play shops, tell the time, read signs all around, write stories, shopping lists, share stories with your child, sing songs...

# Help!!

Please let one of the team know if you are able to help out with any of the following:

Art, Music or DT Days

Readers

School Trips

Church Visits

Class Projects

Or any other skill you might have that you would like to share with the children.



- Last year, we introduced The Zones of Regulation within our PSHE curriculum as a whole school approach to teach pupils about self-regulation and how to categorise complex feelings and emotional states, using the curriculum designed by Leah Kupver.
- The curriculum helps to improve how pupils can recognise and communicate how they are feeling in a safe and non-judgemental way, whilst learning strategies or tools to help them move between four Zones: Blue, Yellow, Red and Green – which are used to help them identify and recognise how regulated they feel.
- Our aim to develop a common language within our school community that all pupils, can engage with and understand from EYFS through to Year 6 proved successful and we will be revisiting the tools and strategies in our PSHE sessions across the school during Term 1.
- We will also be introducing 'Regulation Stations' as areas where children can go to self-regulate around our site, which will have pictorial reminders of the tools and strategies they could use.
- If you would like any further information regarding the Zones of Regulation, or further resources you can use at home with your child, please ask a member of the team.



## SEND at Churchill Primary

Ms Ford is our SENDCo (special educational needs and disabilities coordinator) and is in school Tuesdays and Wednesdays each week. She can be contacted via the office email ([office@churchill-pri.n-somerset.sch.uk](mailto:office@churchill-pri.n-somerset.sch.uk)) if you need to discuss any SEND-related matters or concerns, or would like to book a meeting.

Ms Ford works closely with our staff to ensure that all pupils can access our universal provision, and for any pupils requiring more individual provision that is not within our universal offer, coordinating how that provision can be put in place through reasonable adjustments. This includes liaising with and requesting the support of external professionals or agencies to provide guidance and advice, as well as working with the local authority regarding higher needs pupils who may require an educational health care plan due to the level of individual support they may need.

Our universal provision offer can be seen on our website.

For information on the local offer for any services who support pupils and parents/carers of pupils with SEND, please follow the links on our website under 'SEND and the Local Offer'.



# SENDCo

## Drop-in Session

Tuesday 24<sup>th</sup> September

8.45 to 9.15am

Please 'drop-in' to chat with Ms Ford in a more informal capacity, regarding any SEND related matters, concerns or questions.



SENDCo drop-in sessions will take place halfway through each term of the academic year, to provide an opportunity to ask questions that perhaps do not require a more formally arranged meeting.







We are really pleased to be continuing our fantastic relationship with Churchill Music this year – a local concert and music education charity known for its excellence, innovation and energy in encouraging primary-aged pupils to experience the wide range of opportunities that music can offer.

Please watch their information video 'How music helps us learn' (link on each class page) to see the philosophy behind the work they tirelessly do in the community.

## WHAT WE CAN DO FOR YOU



### ASSEMBLIES

Our **Engagement Workers** can deliver assemblies about MHST - who we are, what we do and how your students can sign up. We can do these in person, over video call, or can send you a pre-recorded assembly to show at a time that's convenient for you!

## WHAT WE CAN DO FOR YOU



### WELLBEING BOARDS

Have a spare noticeboard that you want filled up with mental health information? We can come in and create a display with information about our projects and other local mental health services. We can also send out a pack to you if you'd rather do it yourself!

### How can you access us?

Speak to a trusted member of staff in school



We'll speak with your school about how best to help you



If we can help, we'll arrange to have a meet and greet with you



You'll then start your 1-to-1 sessions with your Educational Mental Health Practitioner (EMHP)



Get in contact  
[mhst enquiries@otrbristol.org.uk](mailto:mhst enquiries@otrbristol.org.uk)  
 0117403 8735

The MHST is a partnership between OTR (Of the Record) and CAMHS. We are working with selected education settings across Bristol and South Glos, to find out where we work check out our webpage:

[www.otrbristol.org.uk/what-we-do/mhst/](http://www.otrbristol.org.uk/what-we-do/mhst/)

## Mental Health Support Team

We are a new project that has been created to get mental health support to more children and young people.

The Mental Health Support Team (MHST) are trained to give 1-1 support in education settings on anxiety, low mood and other struggles with wellbeing.



Our logo is an otter because, like otters, we work as part of a team and use tools to help everyone we work with build resilience and look after their wellbeing. Some of our favourite tools are problem solving, self-care, challenging negative thoughts and managing worries.



Community Children's Health Partnership

OTR

OTR  
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 Bristol and Gloucestershire  
 Health Partnership

## Meet Your Trainee Educational Mental Health Practitioner (EMHP)...

### Karen

Hi I'm Karen (she/her) from the Mental Health Support Team. I'll be working at your school each week, say hello next time you see me!



### What is MHST?

The Mental Health Support Team (MHST) is here to help your school to develop ways to look after the mental health of its students, staff, parents and carers.

Our EMHPs do this by supporting your school to understand what you need, providing staff training and offering lessons on well-being. Our EMHPs are also trained to give 1-1 support to students on anxiety, low mood and other struggles with wellbeing.

Our logo is an otter because, like otters, we work as part of a team and we use tools! Some of our favourite tools are self-care, challenging negative thoughts, problem-solving and managing worries. We want to share these tools with you so that you can look after your own wellbeing and build your resilience.

If you would like to know more then chat to me or ...



Community Children's Health Partnership

OTR

OTR  
 Of the Record  
 Bristol and Gloucestershire  
 Health Partnership

## WHAT WE CAN DO FOR YOU



### POP-UPS

We can offer stalls which give young people the opportunity to come over for a chat, take part in a wellbeing-related activity, and grab some leaflets about our services. These tend to be over lunchtime but we can also offer pop-ups at events and parent's evenings.

## OTR WHAT WE CAN DO FOR YOU



### STAFF INFORMATION SESSIONS

If you think staff within your school could benefit from a refresh on OTR's services and sign-up process, we can set up an in-person or virtual information session



# Questions

I operate an open door policy where I make myself available for informal chats at the end of the day.

If you need to contact me, please do so via the office email

[Office@churchill-pri.n-somerset.sch.uk](mailto:Office@churchill-pri.n-somerset.sch.uk) and I will endeavour to respond as soon as time allows either by email or by making a phone call home to you.

Here's to a successful, fun and engaging year for us all in Year 1

Mr G