

Welcome to Year 1  
Information Evening

25/26

# All about me...

Taught in Y3, Y5 and Y1

Computer geek! As well as comic book geek!

Think logically and break numeracy strategies down into simple steps.

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

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

Encourage children to understand and question themselves as learners whilst reflecting on what they have learnt - using learning characters.

# 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 & computing 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)

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- checking the basics

Self assessment (success criteria)

Feedback to children

Challenges

Liaise 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

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 30 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
- CEWs
- 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

Autumn	Number: Place Value (within 10)					Number: Addition and Subtraction (within 10)					Geometry: Shape	Consolidation
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	Assessment ↓					Assessment ↓					Assessment ↓	
Spring	Number: Place Value (within 20)			Number: Addition and Subtraction (within 20)			Number: Place Value (within 50)		Measurement: Length & Height		Measurement: Mass & Volume	
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	Assessment ↓			Assessment ↓			Assessment ↓		Assessment ↓		Assessment ↓	
Summer	Number: Multiplication & Division			Number: Fractions		Geometry: Position & Direction	Number: Place Value (within 100)		Measurement: Money	Measurement: Time		Consolidation
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	Assessment ↓			Assessment ↓		Assessment ↓	Assessment ↓		Assessment ↓	Assessment ↓		

# History and Geography

## Themes in Y1

Term 1

History of Communication

Term 2

Our School

Term 3

The Great Fire of London

Term 4

The Local Area

Term 5

Seaside Holidays in the Past

Term 6

Geographical Features of the UK

# Science Themes in Y1

Animals, including humans - All about me

Exploring Everyday Materials 1

Plants

Seasonal changes

Animals, including humans - All about animals Exploring

# Computing in Y1

Computer systems and networks - Technology around us

Creating Media - Digital Painting

Programming - Moving a robot

Data and Information - Grouping Data

Creating Media - Digital Writing

Programming - Programming Animations

# Learning Characters

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 characters to the children. These will be told through short stories. You will soon hear your children talk about Percy Perseverance and his journey when learning to ride a skateboard.

- The different characters
- Help children to help themselves become better learners.
- Develop children's learning habits.
- Prepare children for a lifetime of learning.

To improve learning, before, during and after learning, children will be reminded of and asked to reflect on learning characters 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.

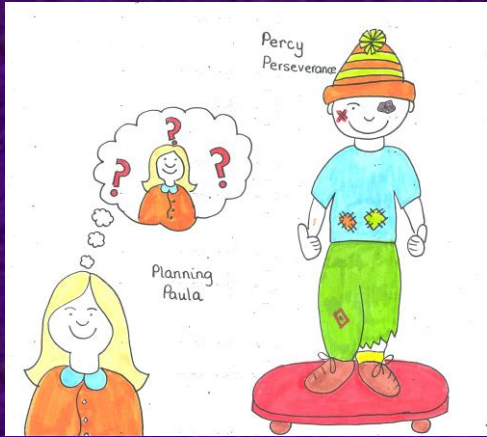
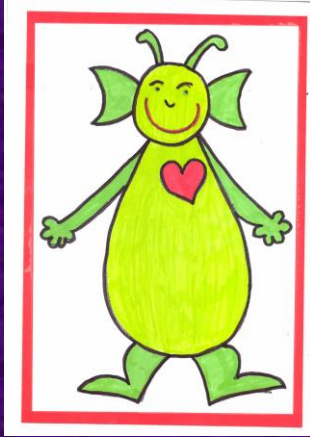
What effect will developing children's learning behaviours have?

- 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](#)

# 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 are expected to read regularly and practise their number bonds.

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

# 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.

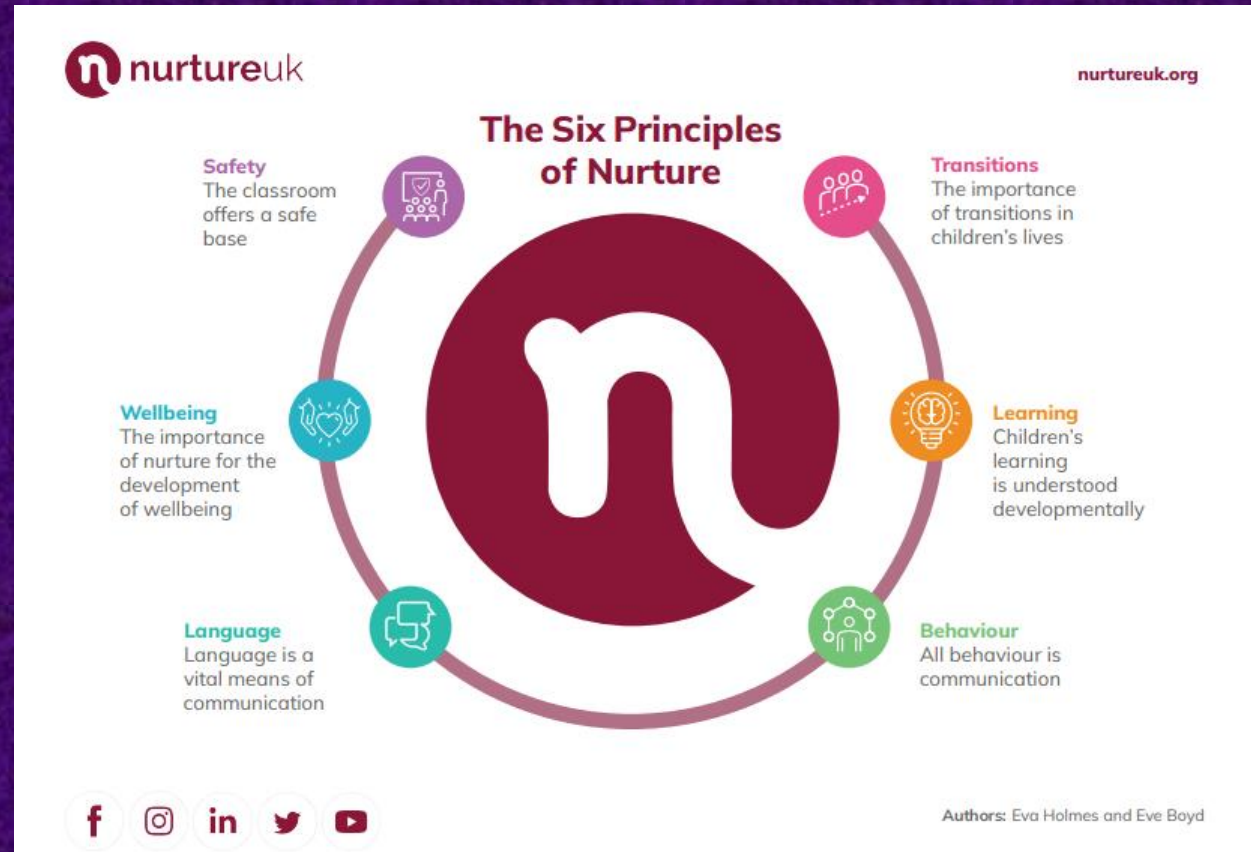


- We use 'The Zones of Regulation' within our PSHE curriculum as a whole school approach to teach pupils about self-regulation and how to categorise complex feelings and emotional states, using the curriculum designed by Leah Kupver.
- The curriculum helps to improve how pupils can recognise and communicate 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 initial 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 whole 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. In Key Stage 1, these 'stations' will be within the individual classrooms, with Year 2 starting the year with one and one being developed in Year 1 as Terms 1 and 2 progress.
- 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.

# The Six Principles of Nurture

Here at Churchill Primary, we embed the Six Principles of Nurture across all areas of our school life, and they are at the root of our vision, values, ethos and policies.

We have child-friendly versions of the principles displayed at school for our pupils to engage with.



## SEND at Churchill Primary

Ms Ford is our SENDCo (special educational needs and disabilities coordinator) and her working days as SENDCo are Wednesdays and Thursdays. 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 also aims to hold informal 'Drop-in Sessions' once a term which are open to everyone.

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



The poster features the Churchill Primary School logo at the top, which includes a stylized church spire. Below the logo, the text 'SENDCo' is written in a large, bold, blue font. Underneath, 'Drop-in Session' is written in a similar bold blue font. The date and time, 'Wednesday 24<sup>th</sup> September 8.45 to 9.15am in the library', are also in blue. A central text box with a purple border contains the invitation to 'drop-in' for an informal chat with Ms Ford regarding SEND matters. To the right of this box is a graphic of a signpost with three directional arrows: a blue arrow pointing right labeled 'HELP', a green arrow pointing left labeled 'GUIDANCE', and an orange arrow pointing right labeled 'SUPPORT'. Below the signpost is a small text box explaining that the sessions occur halfway through each term to provide an opportunity for questions that don't require a formal meeting. At the bottom left of the poster is the Lighthouse Schools Partnership logo, which consists of a blue circle with a white lighthouse icon and the text 'LIGHTHOUSE SCHOOLS PARTNERSHIP'.

**SENDCo**  
**Drop-in Session**  
Wednesday 24<sup>th</sup> September  
8.45 to 9.15am in the library

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



HELP  
GUIDANCE  
SUPPORT

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.

LIGHTHOUSE SCHOOLS PARTNERSHIP

# PINS Project 2025-2

- As shared via a link to a parents/carers' questionnaire at the end of July, we are excited to share that we have been chosen to take part in a project funded by NHS England in collaboration with the Department of Education, North Somerset Council and the NSPCWT (North Somerset Parent Carers Working Together).
- The PINS Project is the 'Partnerships for Inclusion of Neurodiversity in Schools' and it is in its second year here in North Somerset.
- This collaboration gathers input from all our stakeholders – parents/carers, pupils, governors, staff – to identify how best to support us as a school to ensure our inclusivity for neurodiverse pupils through shaping a bespoke package for our setting including input from external professionals.
- We will be sharing further details of how you can get more involved as parents/carers as the project moves forward, but we are very excited to be given this opportunity to further our universal provision offer for all our neurodiverse pupils regardless of whether they have an official diagnosis or not.




We have exciting news to share with our school community. We have been chosen to take part in a project funded by NHS England in collaboration with the Department of Education, North Somerset Council and North Somerset Parent Carers Working Together. This initiative will bring an investment to the school to help us support all learners and help create an even more inclusive learning environment.

By sharing your views you will help us understand how we could better meet the needs of your child. Your feedback will then help shape a bespoke package of support for the school.

Please click on the following link to access the survey before it closes on 1st August.

<https://www.nspcwt.org/parentcarersurveypins>

If you have any questions or would like more information, please feel free to contact North Somerset Parent Carers Working Together at [admin@nspcwt.org](mailto:admin@nspcwt.org)





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 our local community.

## Introduction to the Mental Health Support Team

The MHST service is part of a national Government strategy to improve access to Mental Health support for children and young people.

The service is designed specifically to provide extra capacity for **prevention and early intervention**.

It is designed to complement and extend existing support systems, not replace them - and to deliver “Whole School Approach” work  
MHSTs work with children and young people aged 5-18 specifically in **education settings**

## 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 ...

# The role of the Education Mental Health Practitioner (EMHP)

Deliver low intensity cognitive behavioural therapy and self guided help

1:1 support

Pupil workshops  
Assemblies  
Staff workshops  
Parent workshops

Give timely advice to school staff through consultation

Support for parents

Support the development of the Whole School Approach

Group work

Liaise with external specialist services to help young people and families to get the right support



## What we can provide support for

✓ Fear of social situations

✓ Behavioural routines



✓ Panic

✓ Worry

✓ Anxiety



Common mild-moderate mental health difficulties that are likely to respond to early intervention/ low intensity approaches

✓ Specific phobias

✓ Low mood

✓ Negative thinking

✓ Stress management

✓ Sleep problems



**Support is here for you or/and your child/children**

- Scan the QR code.
- Complete the online form to register your interest.
- Mr G will contact you to discuss your concerns.
- A time will be made to meet with your child's class teacher to complete the MHST referral form.
- Once the referral has been accepted by the MHST, you will be contacted to meet with them in school.

**Parent MHST Enquiry Form**



## Who we work with:

1. The child / young person
  2. The child/young person and their parent/carer
  3. Parent/carer alone - for children under 8 (anxiety/ behaviour)
- Anxiety or worries - specific, social, separation, panic, general and some obsessive compulsive difficulties (OCD).
  - Low Mood (most often found in secondary but can present in primary)
  - Behavioural difficulties

We only ever work with people who consent to and want the support

## £100 Household Support Fund vouchers for children on Free School Meals

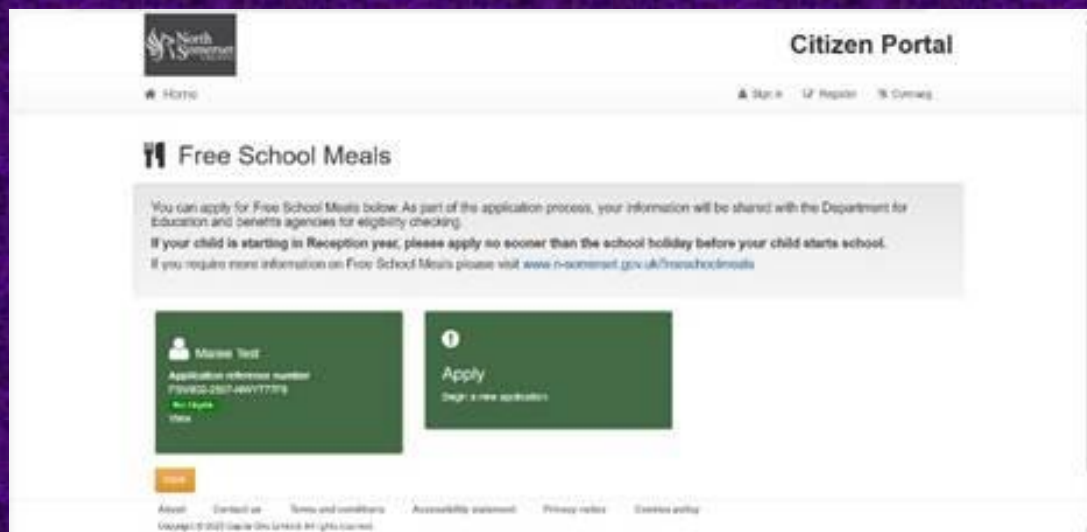
This month, North Somerset Council will be providing £100 Household Support Fund vouchers to all pupils **who are registered** to be entitled to Benefits Related 'Free School Meals'. Please note, this does not apply to families who just receive the Universal Infant 'Free School Meals'.

If you think that your child (and remember an application needs to be done per child) may be entitled to Benefits Related 'Free School Meals', and the associated additional benefits, **then now is the time to apply.**

Applications are quick and easy via the North Somerset website.

[www.n-somerset.gov.uk/freeschoolmeals](http://www.n-somerset.gov.uk/freeschoolmeals)

You only need to apply if they don't already have an entitled application. This can be seen on your North Somerset Citizen's account. All applications should be made by Tuesday 16<sup>th</sup> September, to ensure that they meet the deadline. If you have any difficulties and would like some support, please do not hesitate to nip into the school office or contact them on 01934 852446.



The screenshot shows the North Somerset Citizen Portal website. At the top left is the North Somerset logo. To the right is the text 'Citizen Portal'. Below the logo is a navigation menu with 'Home', 'Sign in', 'If Register', and 'Contact'. The main heading is 'Free School Meals'. Below this is a grey box containing the following text: 'You can apply for Free School Meals below. As part of the application process, your information will be shared with the Department for Education and benefits agencies for eligibility checking. If your child is starting in Reception year, please apply no sooner than the school holiday before your child starts school. If you require more information on Free School Meals please visit [www.n-somerset.gov.uk/freeschoolmeals](http://www.n-somerset.gov.uk/freeschoolmeals)'. Below the grey box are two green buttons: 'Manage Text' (with a subtext 'Application reference number: F19030-2507-46V77799') and 'Apply' (with a subtext 'Sign a new application'). At the bottom of the page is a footer with links for 'About', 'Contact us', 'Terms and conditions', 'Accessibility statement', 'Privacy notice', and 'Cookies policy'. The footer also contains the text 'Copyright © 2022 North Somerset All rights reserved.'

# 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