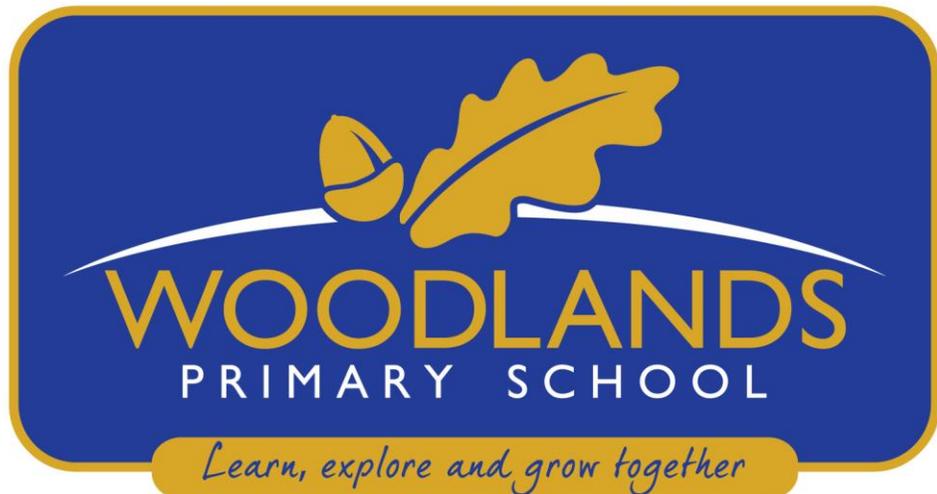


Welcome to a new
school year!

Welcome to Year 1



Meet the Team

- ▶ 1 Acacia - Mrs Woodger, Mrs Newble and Ms Stockdale.
cwoodger@woodlands.kent.sch.uk
jnewble@woodlands.kent.sch.uk
- ▶ 1 Baobab- Miss Talbot, Mrs Gardiner and Mrs Palmer.
ltalbot@woodlands.kent.sch.uk
- ▶ 1 Marula - Mrs Rusling, Mrs Stokes and Mrs Spurle.
lstokes@woodlands.kent.sch.uk
erusling@woodlands.kent.sch.uk

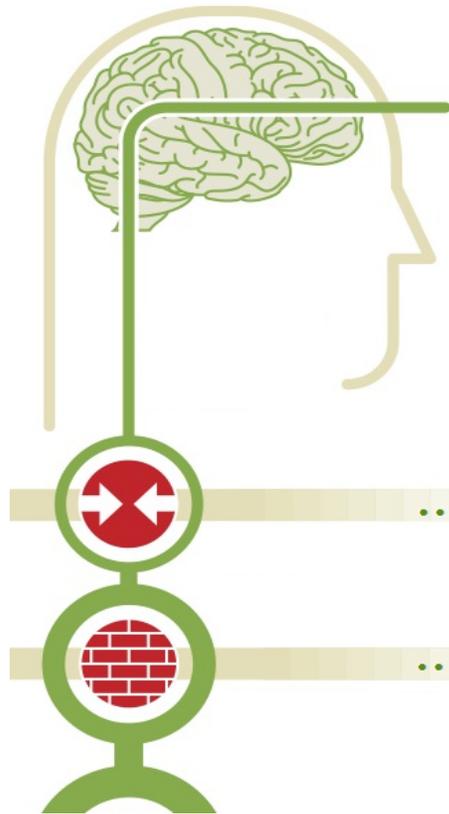
Communications - Good home-school communication is vital

- ▶ Homework Diary
- ▶ Website
- ▶ Weekly Newsletter
- ▶ Parentmail - letters
- ▶ SMS
- ▶ Email, phone or preferably speak directly to your class teacher / make an appointment for a longer appointment if required
- ▶ Class noticeboard (if applicable)

Growth Mindset

It's good to find things hard!

Making mistakes is good; it is a natural part of the learning process and aids learning. We are continuing to focus on teaching the children the principles of growth mindset.



Growth Mindset Intelligence can be developed

**Leads to a desire to learn
and therefore a tendency to ...**

If you hold a Growth Mindset, you believe that intelligence can be developed, that the brain can be grown and strengthened, like a muscle that can be trained. This leads to your desire to improve.

... embrace challenges

And how do you improve?

First you embrace challenges because you know you'll come out stronger on the other side.

... persist in the face of setbacks

Similarly, obstacles or external setbacks do not discourage you. Your self-image is not tied to your success or how you will look to others. Failure is an opportunity to learn and so, whatever happens, you will win.

Growth Mindset

- ▶ The way we talk about ourselves and our own abilities and intelligence has a crucial impact on how children perceive themselves.
- ▶ **Instead of...** Wow - you did fantastically on your Maths work!
You are so clever!
- ▶ **Try...** I like the strategies you used to solve that problem.
You also checked your working carefully.
- ▶ **Instead of...** You did that so quickly! You must have a mind like a calculator! Well done!
- ▶ **Try...** Did that challenge you? Maybe you need to try something trickier?
- ▶ **Instead of...** You *nearly* got them all correct - well done!
- ▶ **Try...** Let's look at your mistake and see how you can learn from it.

Attendance

- ▶ Please let the school office know immediately when your child is absent and give a reason.
- ▶ If your child is away for more than 2 days or is absent on Friday and still absent the following Monday, please ring to update the school or email your class teacher (unfortunately we cannot accept messages via other children or parents).
- ▶ Repeated short absences will mean your child will miss vital elements of the curriculum and though we endeavour to 'catch-up', it is never the same.

Social Media and Internet Safety

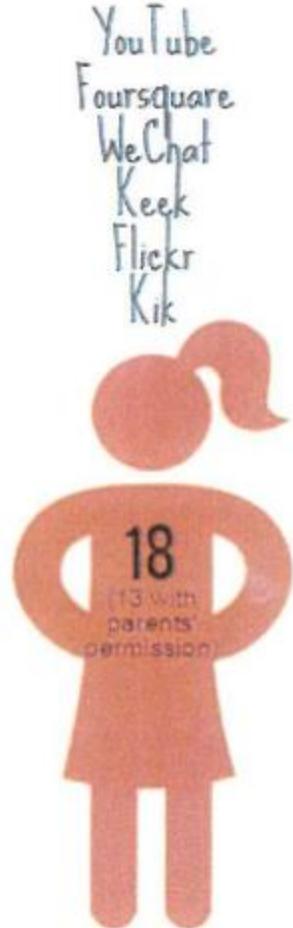
- ▶ Children will learn (at an age appropriate level) how to keep themselves safe on line.
- ▶ Please monitor the screen time and access that your children have at home.
- ▶ Cyber bullying is insidious and probably more common than any of us imagine.
- ▶ This may surprise you ...

Internet Safety

Age Restrictions for Social Media Platforms

action for children

Twitter
Facebook
Instagram
Pinterest
Google+
Tumblr
Reddit
Snapchat
Secret



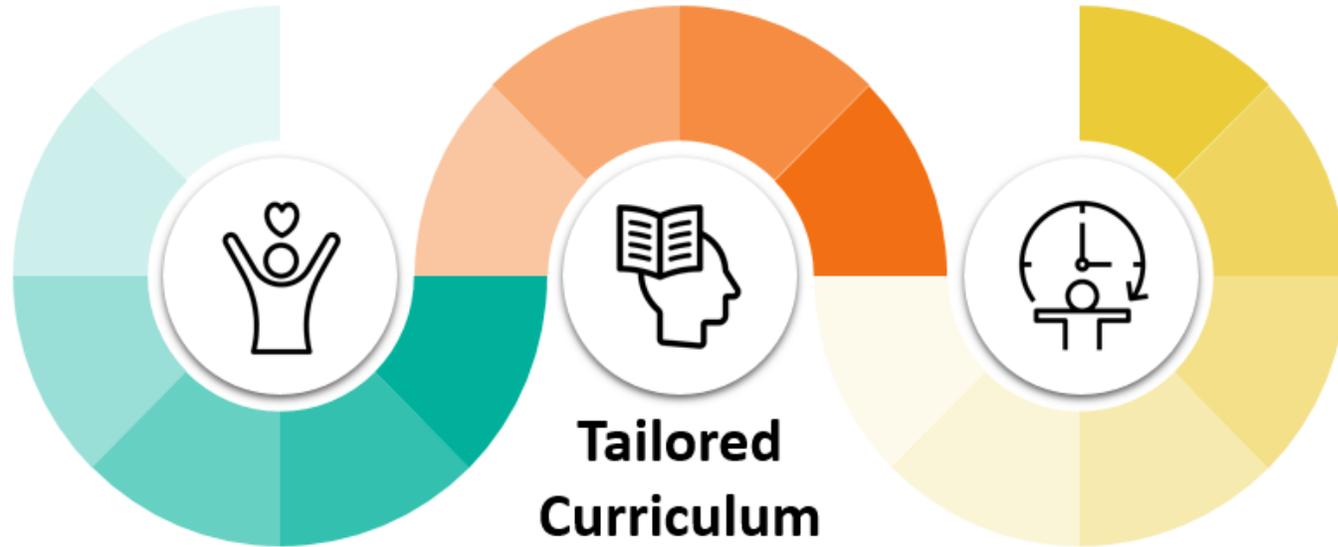
Expectations

► Independence

Children are encouraged to be independent learners; building on the foundations of Reception and take responsibility for their own belongings, books (including changing them) and clothes.

Children are reminded of the excellent behaviour we expect from them at Woodlands Primary School, following the school's behaviour policy (Relationships policy).

The Curriculum



Pastoral Care

A focus on the child's well-being and the emotional impact of the pandemic and period of absence

Tailored Curriculum

Amending the curriculum offer so that any negative impact on attainment and progress can be negated as soon as possible

Routines and Expectations

Planned opportunities to explicitly re-teach the routines and procedures in school that are there to keep them safe,

What this will look like in Year 1

- ▶ Child initiated time during the afternoons to allow children to continue to develop social skills
- ▶ Greater opportunities to support individual children and groups
- ▶ Greater focus on reading, phonics and maths
- ▶ Greater opportunities to get to know children
- ▶ More time to think about our thoughts, feelings and emotions - Jigsaw programme

Read With a Child

It's the Most Important 20 Minutes of Your Day

Child "A"
reads **20 minutes**
each day
3,600 minutes
in a school year.

Child "B"
reads **5 minutes**
each day
900 minutes
in a school year.

Child "C"
reads **1 minute**
each day
180 minutes
in a school year.

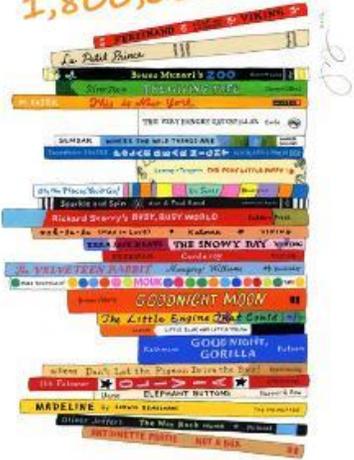
By the end of 6th grade, Child "A" will have read the equivalent of 60 whole school days. Child "B" will have read only 12 school days.

Which child would you expect to have a better vocabulary?

Which child would you expect to be a proficient reader?

Make the commitment today to read with a child; it makes a difference.

1,800,000 words



90th percentile

282,000 words



50th percentile

8,000 words



10th percentile

Reading

Individual reading

Every child will bring home a Read Write Inc. 'book bag book'. This needs to be read aloud to an adult and recorded in the reading record.

Children will bring a text home more than once. This is to develop fluency, a sound understanding of the text and to build on new vocabulary.

Reading is regularly assessed by the teacher.

Every child is read with by the teacher or teaching assistant every week. The number of times will depend on the needs of the individual child.

Research shows that children who read regularly with their parents/carers make the most progress.

Guided reading

Every child reads in a group once a week with the teacher or TA where we discuss the text and learn comprehension skills.

English

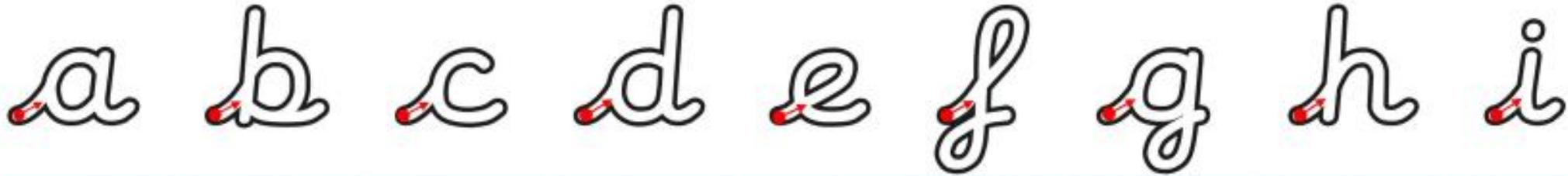
- ▶ Phonics and Grammar
- ▶ At the end of year 1 **all** children will participate in a government initiative Phonics screening check.
- ▶ Daily phonics sessions - (See Speed Sound chart)
 - recognising individual sounds (phonemes) and recording it (grapheme)
 - recognising digraphs and trigraphs (2 and 3 letter sounds)
 - sound buttons (dots and dashes) to blend and read new words.
 - recognising sounds in real and pseudo words.
- ▶ We run daily phonics interventions where children may go to another classroom to work in a small group
- ▶ Each term we will assess the children and the intervention groups will/ may be changed depending on need.
- ▶ Specific grammar will be taught weekly in addition to English lessons.

Spelling

- ▶ From Term 2, we will look at 3 Common Exception Words a week which are the national curriculum words for Year 1.
- ▶ We will concentrate on recognising these words by sight, in and out of context, and spelling them.
- ▶ We will send home 3 words a week in the reading records for you to practise reading/writing at home. Children will NOT be tested on these.

Handwriting

- ▶ Children will be taught to form letters and numbers using the correct orientation.
- ▶ We teach fully cursive script and children who are ready will begin to join a sequence of letters; eg. Digraphs.
- ▶ Capital letters are not joined to lower case letters.



Whoosh in and round you go. Up, down and kick out a's toe.

Whoosh in and up tall and back down. Then halfway up and all the way round. Add a lead at the end. So b can join onto a friend.

Whoosh in and curl the c. C joins other letters easily.

Whoosh up halfway and go round. Then all the way up and back down. Kick out d's toe. And she's ready to go.

Whoosh in and curl like a snail and leave an easy joining tail.

Whoosh in to the top and go round and then zoom under the ground. Under the line, loop the last part and finish your f near its start.

Whoosh in, go round to the top. Go down under the line, loop and stop.

Whoosh in and up tall and then down. Halfway up, bend over and flick off the ground.

Whoosh up and down, then kick out a toe. Add a dot and i's ready to go.



Whoosh up then zoom down under the line. Loop the tail then add your dot at the right time.

Whoosh up tall and back down. Go halfway up and around. Go down and out with a flick. Your k is ready to kick!

Whoosh in and up tall. Down to the ground and make your flick small.

Whoosh in and then down. Up, over and back to the ground. Up, over and down again. Add a flick to finish your m.

Whoosh in and then down. Up, over the hump and flick off the ground.

Whoosh in round you go. Lead out from the top for your o.

Whoosh in and then go down low. Back up to the top and round you go. Lead out at the end so that p can join onto a friend.

Whoosh in and round you go. Then zoom under the line and kick out q's big toe.

Whoosh to the top to start. Go down and curve the top for your r.



Whoosh in and curl left. Curl right then lead out of your s.

Whoosh to the top and back down. Then add a flick off of the ground. You need to cross the t. With a straight line on his tummy.

Whoosh up then down. Bend round, go up and down to the ground. Kick out a toe and u is ready to go.

Whoosh up then down into the valley. Zoom back up and across the top to finish your v.

Whoosh in, then down and back up. Down again, up and across at the top.

Climb up to the top and then slide down from left to right and have a rest. Jump back to the top, go from right to left and you have an x!

Whoosh up then down and bend round. Go up then down underground. Loop the tail under the line. Lead the y out and it's looking fine.

Whoosh up then to the right. Zig zag down and back to the right.

Maths

- ▶ **Following White Rose Scheme**

- ▶ Emphasis - number, shape, space and measure
- ▶ Mental and Oral session daily

Expectations:

- ▶ To count forwards and backwards, from any number, up to and beyond 100.
- ▶ Read and write numbers up to 100 as digits.
- ▶ Count in 2s, 5s and 10s.
- ▶ Find 1 more/less than a number up to 100.
- ▶ Use mathematical language (more/less/most/least/fewer/equal)

- ▶ To use + - = symbols to write and understand simple number calculations.
- ▶ Add and subtract 1 and 2 digit numbers up to 20.
- ▶ Solve missing number problems such as $10 - ? = 6$
- ▶ Begin to use simple multiplication by organising and counting objects.
- ▶ To use sharing to solve division.
- ▶ To know number facts for all numbers up to 20.

Giving Feedback - What the children will see in their books.

Teachers read and check all pupils work and assess against the Learning Intention (LI) using the triangle system in pink pen.

- Pupil has begun working towards the LI /
- Pupil is making progress towards achieving the LI independently but still needs some consolidation ^
- Pupil has achieved the LI △

Giving Feedback - What the children will see in their books.

Teachers also use pink underlining, highlighting or ticks / double ticks to show the children what they have done well - this could be related to the LI or any other great work.

In maths, teachers use a pink tick for correct answers, a green dot or underline for incorrect answers and a green © to indicate where corrections are needed.

Corrections are completed generally underneath work or next to incorrect answers.

P.E

- ▶ We have the Gold Mark
- ▶ It is an important curriculum subject
- ▶ Remember long hair needs to be tied up and earrings removed
- ▶ Children to come to school in their PE kit until further notice
- ▶ Mostly outdoors so please send children suitably dressed during the colder months
- ▶ Suitable footwear for outdoor PE.

Homework

- ▶ Reading - please share a book with your child EVERY night. It can be their reading book, their 'bedtime' book from school or a book from home.
- ▶ Practise reading and writing the common exception words.
- ▶ Maths - please continue to support your children with number recognition and formation. You can help your children by involving them in cooking (weighing out ingredients), telling the time, identifying house numbers, counting stairs...the list is endless.

Speaking and Listening

- ▶ Your child will only need to prepare one piece of ‘Speaking and Listening’ for each term. Each colour group will be allocated a week when children will need to bring in a short presentation. Please ensure that your child is ready with their presentation on the relevant Monday morning. They will have the opportunity to share it with their class during the week.
- ▶ **Term 1: ‘Woodlands and our Local Environment’**
- ▶ The children might want to think about their walk to school, about which woodlands and forests they have visited, and about which animals live in our local environment. If they wanted, they could label a picture of a woodland animal or draw a map of how they get to school.
- ▶ **Term 2 - ‘Polar Regions’**
- ▶ This term your child might want to think about the different animals found in the Polar Regions, as well as the temperatures and conditions in these areas. They could also research who has explored these areas.
- ▶ Please check the class notice board for your child’s colour group and which week they will be doing their speaking and listening.

Forest School - Watch this space...

- ▶ It offers children opportunities to explore and investigate in a woodland environment.
- ▶ As part of the programme, your child will learn various skills and develop their ability to use a variety of tools; building dens and shelters; working with wood; willow weaving and more.
- ▶ As this programme is outdoors and happens in most weathers (it will only be cancelled due to lightening and/or high winds), your child needs to bring in a change of clothes and outerwear that can get muddy. This needs to include:
 - ▶ A long sleeve top
 - ▶ Long trousers/leggings/track suit bottoms (not jeans)
 - ▶ Waterproof shoes/wellingtons
 - ▶ Waterproof coat
 - ▶ Waterproof leggings
 - ▶ Warm socks (on cold days)

Healthy Eating



Only water in water bottles.

No fizzy drinks at lunchtimes.



Fruit or veg provided by the school. Please no snacks from home.



No cakes/sweets or chocolates can be brought into school to celebrate birthdays due to allergies and our healthy food status.

Any cakes bought on a charity stall will not be eaten at school. Instead the children will be enjoying them at home.

Help in Class or With Trips

- ▶ Unfortunately we cannot have any parent helpers in class at this current time
- ▶ If you would like to help when it is safe to do so, please speak to the office who will be happy to help in making sure you have a DBS.

Trips, Visits and other events.

▶ **Watch this space!**

Pupil Premium

- ▶ If your child has ever had Free School Meals the school qualifies for a £1300 Pupil Premium grant to assist their learning and development.
- ▶ If, as a parent, you are in the armed forces there is also a grant to the school in support of your child.
- ▶ If your child qualifies as being in the care of the local authority - the school will also be entitled to a amount to enrich your child's education.
- ▶ Please speak to the office or Inclusion Team if you feel your child should qualify for any of these grants - they are an enormous help in ensuring the school can best help your child.

Useful Websites

- ▶ www.phonicsplay.co.uk
- ▶ <https://www.oxfordowl.co.uk/>
- ▶ <https://explorify.wellcome.ac.uk/>
- ▶ <https://www.jigsawpshe.com/wp-content/uploads/2020/02/Jigsaw-Information-Leaflet-for-Parents-and-Carers-2020.pdf>
- ▶ www.topmarks.co.uk
- ▶ www.ictgames.com
- ▶ www.bbcbitesize.co.uk
- ▶ www.cosmickids.com
- ▶ <https://whiterosemaths.com/homelearning/year-1>
- ▶ www.plprimarystars.com
- ▶ <https://home.oxfordowl.co.uk/maths/numicon-guide-for-parents/>
- ▶ <https://www.bbc.co.uk/teach/supermovers>

Any Questions ?

Please use the conversation tool or
email the class teacher.

Thank you