

Welcome to Year 1!  
2023-24

# Meet the Team

Elm – Miss Nelson

Plane – Mrs Owlett

Lime – Miss Webb

Ms Stockdale

Mrs Diprose (Mon-Weds)

Mrs Mayhook (Thurs & Fri)

Miss Basson



# Working together

## Communication

Our Home School Agreement details several ways to discuss any questions or queries with class teachers:

- Speak directly to your class teacher at the beginning or end of the day
- Reading Record
- Website
- Weekly Newsletter
- ParentMail – letters/emails
- Class noticeboard
- Email or phone to speak directly to your class teacher if you cannot do so at the beginning or end of the day

**Our priority is getting to know your children, please help us at the end of the day with who you are collecting.**



# Working together

Who do I go to?

- The Class Teacher should be your first person to discuss any concerns, queries or matters pertaining to your child
- The Year Group Lead can be brought in if it is felt any issue is not being dealt with effectively by the class teacher
- After these have been explored, members of the Senior Leadership Team can be contacted for support:
  - Mrs Tarrant-Blick: Inclusion/SEND/Safeguarding
  - Mrs Adams: Behaviour incidents/Attendance
- After these have been explored, or if it is related to academic progress, Mr Burns, deputy headteacher, can be contacted.
- If there still remains concerns, issues or matters to discuss, Mrs Lonie, headteacher, can be contacted.





# Working together

Children flourish when the adults around them work together.

Please consider:

- Comments made in front of children about staff or 'the school'
- Over-sharing of conversations had between adults
- Derogatory comments made on social media – Whatsapp and open pages such as Tonbridge Mums

Please come and speak to us in private.



# Working together

We are living in a time of great changes in society. One is an increase of children being identified as having SEND nationally and specifically in Kent.

- Most children with SENDs can have their needs met in a mainstream school, without an EHCP.
- EHCPs do not provide a miracle key to specialist provision.
- The professionals in school have a huge amount of experience, knowledge and ability to compare needs to those of others.

Please come and speak to us in private.

# Expectations

- 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, including our school rules:

**Be ready**

**Be respectful**

**Be safe**

# A Day In Year 1



Whole class teaching input  
for all subjects

Enquiry time to allow  
children to continue to  
develop their learning as  
well as social skills

Opportunities for adults  
to support individual  
children and groups and  
target learning

A continued focus on  
reading, writing and  
maths

Rainbow activities to  
challenge children and  
provide opportunities for  
them to be independent  
in their learning

Dedicated time to think  
about our thoughts,  
feelings and emotions –  
Jigsaw programme

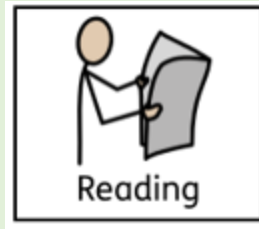
# Register



- 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.

# Clever Fingers – fine motor skills activities





# **Reading**

**Reading is at the heart of what we do at Woodlands.**

There is a positive correlation between the size of a child's vocabulary at age 4, and their academic performance all the way through school and even beyond.

The bigger a child's vocab by age 4, the better they perform in GCSEs (reading provides knowledge and vocab to access all subjects) and even better mental health.

Enjoyment of reading is also positively linked to academic performance, mental health and later employment.

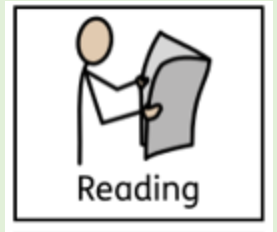
Give your child a strong start by reading with / to them as much as possible.

## **Our two book approach**

**Our two book approach to teach children to read well AND foster a love of reading.**

# Read Aloud Books

- Develops fluency to help children become confident readers
- It is essential that the child reads these aloud frequently, at home and at school.
- These books have been chosen by the child's teacher to closely match their reading level. Children should be able to read to 90-95% of the words in these books. If the child is unable to read more than 1 or 2 words on the page, then the text is too difficult for them and should be changed.
- By being able to read the words, they can concentrate more on their fluency and understanding the meaning of the words.
- In KS1, children will have the same reading book on more than one occasion because evidence shows that repeated reading improves decoding, fluency and comprehension.



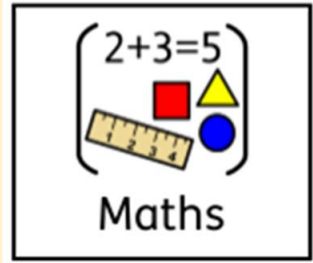


# Woodlands selection books

- We believe it is essential to harvest a passion for reading by allowing children to choose books that excite and interest them – the Woodlands selection books are crucial for this.
- These books will come from the child's classroom or the library.
- Some of these books may be above the child's reading ability and therefore they may require adult support to read them.
- Exposure to more challenging texts introduces new vocabulary, story structures and more complex themes.
- Each year group has a set of Star books – these are suggested texts for children to explore new authors and genres.
- Parents can read these books to or with children, from Reception to Year 6 – children are never too old to be read to.

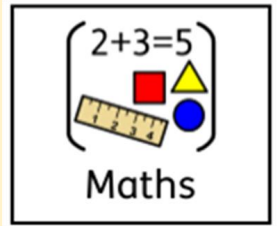


# Maths



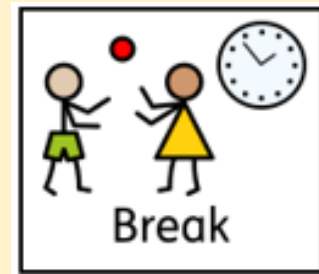
- Following White Rose Scheme
- Emphasis – number, shape, space and measure
- In addition, children have Maths Fluency lessons daily to build their number knowledge





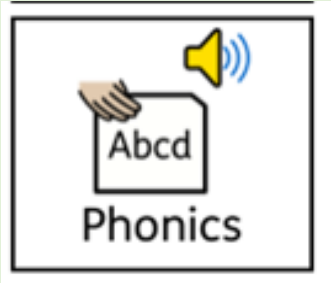
## Year 1 expectations:

- 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.



Break  
Story  
Snack time

# Phonics



Phonics is the method of teaching reading through the identification of sounds and graphemes. It gives children the tools to read words.

All words are made up of individual sounds. These sounds are merged together to form words.

- **m a t** mat
- **sh i p** ship

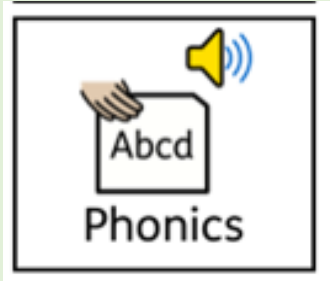
## English alphabetic code

One of the most complex alphabetic codes in the world.

- 44 sounds
- 26 letters
- Over 150+ graphemes (letter combinations)



# Phonics



- We teach phonics using the Read, Write, Inc. scheme.
- Children have daily phonics sessions:
  - Group phonics
  - Whole class phonics
- During these lessons, children learn the written form (grapheme) associated with a sound (phoneme) and then use this knowledge to sound out and blend words.



- Fred helps children – he can only sound out the words and the children have to blend the sounds together



Pure Sounds (ruthmiskin.com) – **say the sounds with us** 😊

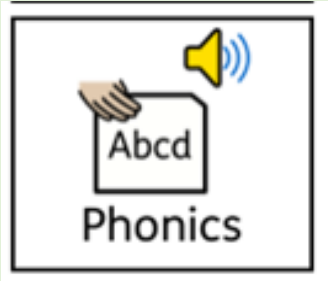
Sound pronunciation guide



Watch the video here:

<https://www.youtube.com/watch?v=yIn6PpV1G1I>

# Phonics



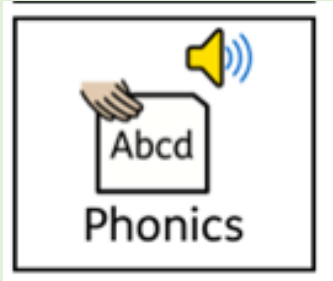
We use Fred Fingers to help children sound out words to spell easily.

It means they do not have to memorise lists of spelling words.

It is a tool so they will be able to spell words.



# Phonics



## Red words

You can't Fred a red!

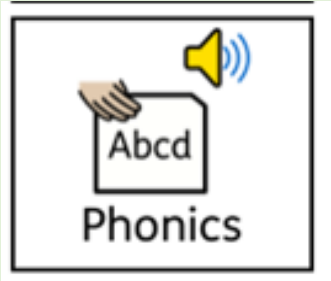
There are some words in the English language that we can't use phonics to decode.

RWInc call these 'red words'.

Children are taught these alongside their phonics.



# Phonics



All children in Year 1 take the **phonics screening check** in the summer term.

For the phonics screening check, children are asked to read a series of real and nonsense ('alien') words. Children are familiar with the format of these by the time they undertake the check.

It is undertaken on a 1:1 basis with a teacher who your child is familiar with.

You will be notified of your child's score out of 40 after the check.

Children who do not meet the expected standard in Year 1, will be further supported, and will undertake the check again in Year 2.



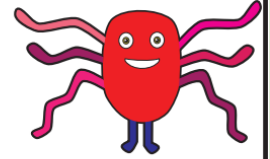
feast

goal

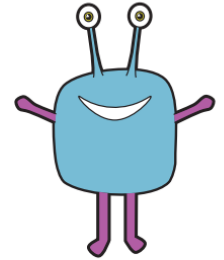
shape

reptiles

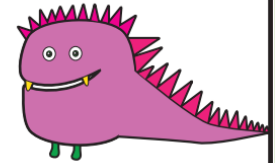
clend



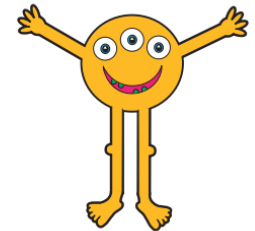
braits



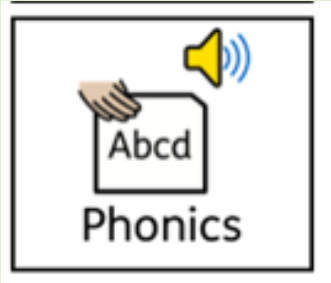
scrug



splue



# Phonics

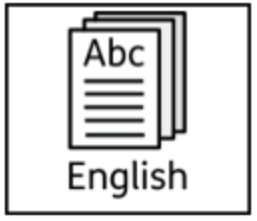


## How can you help at home?

- Use pure sounds, not letter names
- Use Fred Talk to read and spell words
- Listen to your child read their Read Aloud book
- Read stories to your child every day

# Spelling

- From Term 2, we will look at 3 Common Exception Words a week -- 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.



# English

- A focus on sentence structure
- Capital letters
- Full stops
- Finger spaces
- Checking every sentence makes sense
- Children will be taught to form letters and numbers using the correct orientation.
- We will write in print and will only use cursive when children are forming letters correctly (Year 2).
- Capital letters are not joined to lower case letters.

# Rainbow Challenges



During English lessons, children who are not working with an adult that day, will have a number of exciting challenges to complete throughout the week.

These are all linked to their learning and provide opportunities for them to be independent in their learning. Once completed, the children add a coloured lollipop stick to their cup to show how much they have achieved.

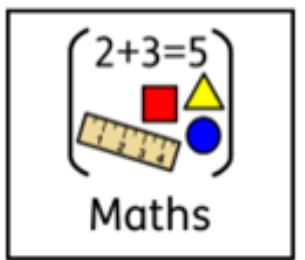
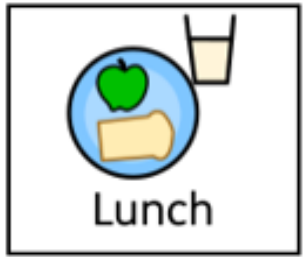


# Lunch

# Phonics

# Maths

# Daily Mile





## **Foundation subjects**

History

Geography

PSHE

Science

Computing

Art

DT

RE, Music and one session of PE is taught on a Tuesday morning.

# Forest School



We have the opportunity to use the forest area space on Tuesday afternoons and it links really well with our Science topic of Trees this term.

Please could all children bring into school a pair of wellies they can wear when the weather starts to get wet!





# Social Media and Internet Safety

- Children will learn (at an age appropriate level) how to keep themselves safe online.
- 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 ...

# Age Restrictions for Social Media Platforms

action for  
children



Computing

Twitter  
Facebook  
Instagram  
Pinterest  
Google+  
Tumblr  
Reddit  
Snapchat  
Secret



LinkedIn



Whatsapp



Vine  
Tinder



Path



YouTube  
Foursquare  
WeChat  
Keek  
Flickr  
Kik



# PSHE – Personal, Social, Health and Economic Education



**What does  
the government  
(England) say is  
the aim  
of Relationships  
Education?**

‘Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline....children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way’

DfE Guidance on Relationships Education, Sex Education and Health Education 2019



# Relationships Education

What should children know about relationships and why?

1. What a positive, healthy, caring, safe relationship looks and feels like
2. How to speak up and get help when a relationship does NOT feel healthy/positive/safe
3. How to make and maintain positive relationships

(Online and offline relationships)



## Relationships Education, Relationships and Sex Education (RSE) and Health Education

Statutory guidance for governing bodies,  
proprietors, head teachers, principals, senior  
leadership teams, teachers

### Legally:

1. Schools **MUST** teach the Science curriculum
2. The DfE guidance 2019 states that Relationships and Health Education (including changing adolescent body) are compulsory

Plus...

a **'recommendation'** that all schools have a Sex Education Programme

How schools do this is left up to them.

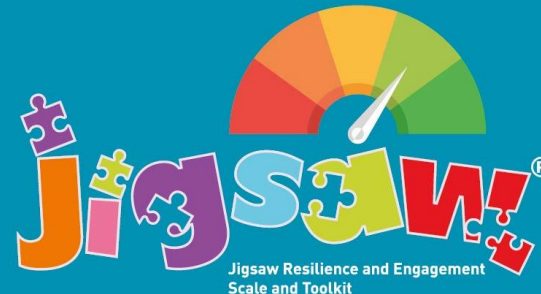
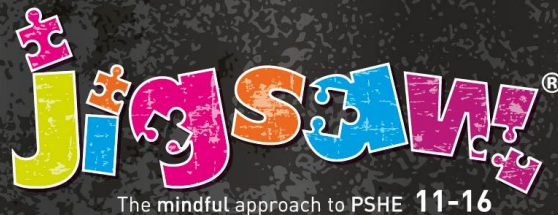
**Jigsaw meets all the expectations of the DfE guidance (published April 2019)**

...as long as it is delivered fully and well.



# Jigsaw – our PSHE scheme of learning

“Jigsaw is a unique, spiral, progressive and effective scheme of work, aiming to **prepare children/young people for life**, helping them really know and value who they are and understand how they relate to other people in this ever-changing world.”



# What this looks like in Year 1?



## Term 5 – Relationships

### PSHE Learning Intentions

I can identify the members of my family and understand that there are lots of different types of families

I can identify what being a good friend means to me

I know appropriate ways of physical contact to greet my friends and know which ways I prefer

I know who can help me in my school community

I can recognise my qualities as person and a friend

I can tell you why I appreciate someone who is special to me

## Term 6 – Changing Me

### PSHE Learning Intentions

I am starting to understand the life cycles of animals and humans

I can tell you some things about me that have changed and some things about me that have stayed the same

I can tell you how my body has changed since I was a baby

I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus

I understand that every time I learn something new I change a little bit

I can tell you about changes that have happened in my life

If you have any questions or concerns about what we are teaching, please speak to your class teacher.

# PE



- Remember long hair needs to be tied up and earrings removed
- Children to come to school in their PE kit
- Mostly outdoors so please send children suitably dressed during the colder months
- Suitable footwear for outdoor PE.

## Trips and visits

- Harvest service – Monday 2nd October

If you would like to volunteer to walk down to the church with us in the morning, please speak to your class teacher

- Tonbridge Castle and Tonbridge Parish Church

- Walk to North Tonbridge Library

# **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.
- 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



# 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. This needs to be work that children can present and answer questions about as independently as possible please.

## Term 1: 'Our School'

Please see the ParentMail for more information.

# 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 an amount to enrich your child's education.
- Children who are adopted are also entitled to Pupil Premium support.
- 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.

Any further questions? Please email or speak with your child's class teacher. All information will be on the school website.

Miss Nelson	<a href="mailto:enelson@woodlands.kent.sch.uk">enelson@woodlands.kent.sch.uk</a>
Mrs Owlett	<a href="mailto:jowlett@woodlands.kent.sch.uk">jowlett@woodlands.kent.sch.uk</a>
Miss Webb	<a href="mailto:bwebb@woodlands.kent.sch.uk">bwebb@woodlands.kent.sch.uk</a>