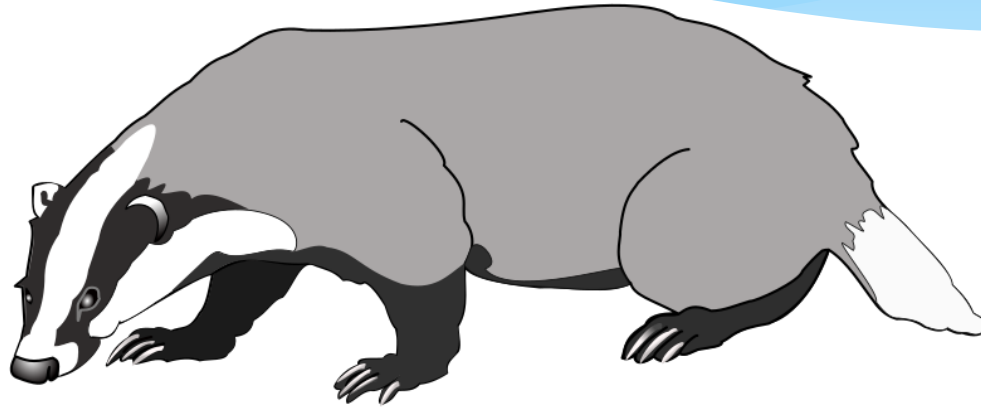


# Welcome to Year 1



# Badger Class

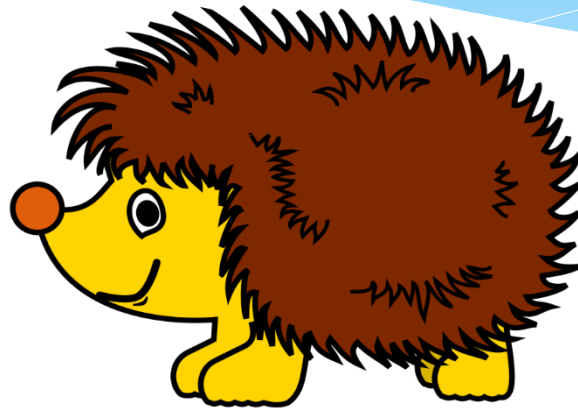


Mrs Finch (Mon-Thurs)  
Class Teacher  
PSHE Subject Lead

Mrs Anderson  
Teaching Assistant

Mrs King (Friday)  
Teacher

# Hedgehog Class



Miss Rowe  
Class Teacher

Mrs Warner  
Teaching Assistant

# Squirrel Class



Miss Skilton  
Class Teacher  
PE Subject Lead  
(Year Group Leader)

Mrs Sheahan  
Teaching Assistant

# The School Day



**Start- 8.50**

**Finish- 2.50**

Please make sure you arrive promptly at your child's drop off and pick up time.

Doors will close at 9:00am if you arrive after this time please go to the office to sign in.

# The School Day

- ★ Please ensure that reading books and reading diaries are kept in your child's book bag every day in case there is an opportunity for your child to have an extra reading session.
- ★ Please provide your child with a named bottle of **water** every day (ideally a sports lid or similar) and please do not put water bottles in the book bags.
- ★ The children are provided with a piece of fruit every morning
- ★ Please ensure that all clothing and belongings are clearly named, including Book bags.

# PE days

Badger Class –Thursday and Friday

Hedgehog Class – Monday and Friday

Squirrel Class – Wednesday and Friday

All Year 1 classes have a yoga session on a Tuesday. Please could all girls wear shorts under their school dress or skirt on this day.

- \* All long hair must be tied up if it falls below shoulder length every day
- \* All earrings must be removed for school
- \* All kit to be clearly named
- \* Please provide named jogging bottoms for when the colder weather is setting in.

# Learning Behaviours



## **Resilient (KS1)**

### **Motivation (EYFS)**

Tigger always bounces back and he keeps trying even when it gets difficult. He never gives up.



## **Responsible (KS1)**

Kanga is responsible because she cares for Baby Roo and carries him around in her pouch. Kanga also always listens well so that she knows exactly what to do, to look after Baby Roo.



## **Resourceful (KS1)**

### **Thinking (EYFS)**

Eeyore always thinks carefully and uses a range of resources. To be a resourceful learner you must use your imagination and be creative. Eeyore once had a balloon to mend.



## **Reflective (KS1)**

Wise owl always reflects upon what he does and thinks of ways of improving. He can tell you what he is really good at and what he needs to do to, to become an even wiser owl.



## **Reasoning (KS1)**

Pooh always likes to give reasons for his decisions and explain how he worked something out. He is also really good at asking questions. He once got stuck in a hole and had to choose the best method to get out.



## **Playing and exploring Engagement (EYFS)**

Piglet is Pooh's best friend. He loves to explore and play. He tries to be brave and is always willing to have a go.

The learning behaviours teach the children to understand what good learning is and enable them to apply that to their own learning.

We are using the Winnie the Pooh characters and stories to “hook” each particular learning behaviour onto.

For example “Tigger” shows resilience as a learning behaviour – he always keeps trying, bounces back and never gives up. The children are able to remember this through learning about the character of Tigger with books and toys and apply this to their own learning at school.



# Good Choices



I am kind



I listen to everyone



I use good manners



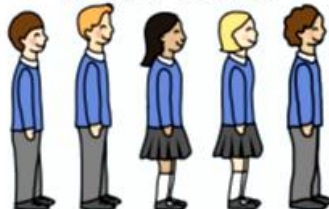
I work hard



I look after our school



I am safe

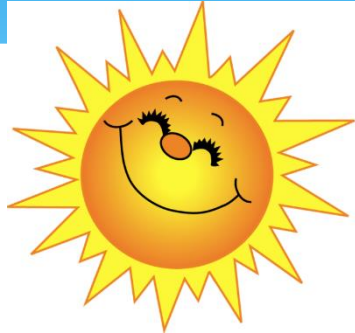


Children will see the 'Good Choices' posters in their classroom and around the school.

The 'Good Choices' poster is a reminder of how children should be behaving in school.

If children choose to make a different choice. We ask them 'was that a good choice?' and this gives them the opportunity to reflect on what they have done and think about how they could have made a good choice.

The Happy Sunshine and the Golden Star are used as rewards for children making 'good choices' with the children earning a sticker at the end of the day.



The uh-oh umbrella and sad cloud are used when children are not making good choices. The uh-oh umbrella is used as a warning. If the behaviour persists then the child's name is moved to the sad cloud. When the child corrects their behaviour their name is moved back to the 'starting point'.



# Rewards

- ★ **The happy sunshine and golden star**
- ★ **Stickers**
- ★ **Table team rewards**
- ★ **Achievers' certificates**
- ★ **Gold awards – from Mrs Creasey**
- ★ **Lots of specific verbal praise**
- ★ **Star of the Week**

# Wellbeing at The Mead



# Emotions

All children, at some point, find dealing with and managing emotions tricky, especially in the Nursery and Infant Years. At The Mead we believe that it is essential to give every child a toolkit for dealing with, and identifying their emotions.



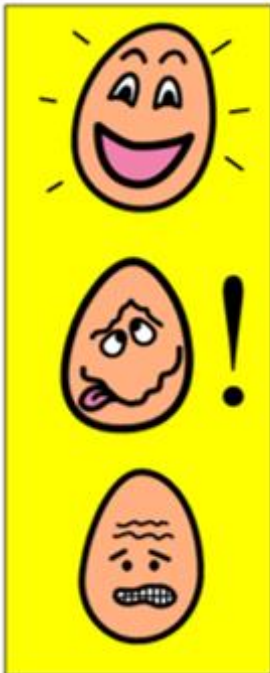

Our ethos 'Proud to Belong' really is one of a caring, secure family in which children can thrive. In order to do this, all the children need to find a way of “voicing” their needs and emotional state, in order that we can get them to a point where they are ready to learn.

# Zones of Regulation

In order to allow ALL children to be able to access and “voice” their needs we teach the children about the “Zones of Regulation”. These are covered in each year group, to ensure that there is a consistent ethos and shared vocabulary throughout the school.

- **Green** – I’m ok and I’m in a good place ready to learn
- **Blue** – I’m a little sad about something, or I am feeling unwell/tired.
- **Yellow** – I am feeling a little over-excited or angry. I am beginning to feel like I might lose control of my emotions.
- **Red** – I am feeling way too over-excited. I am very angry. I am not able to control how I am feeling and I need some help.

# The Zones of Regulation

			
<b>Blue Zone</b> sad      tired sick      moving tired      slowly	<b>Green Zone</b> happy calm feeling ok focused ready to learn	<b>Yellow Zone</b> frustrated worried silly/wiggly excited loss of some control	<b>Red Zone</b> mad/angry terrified yelling/hitting elated out of control

# Mood Boards

- Every class, from Nursery right through to Year Two, has a mood board which has the class's names, or photo, on it.
- These act as a quick indicator of how the children are feeling as they come into class and at various points in the day. They are free to move themselves whenever they feel necessary and an adult will respond as soon as possible.
- These link directly to the Zones of Regulation.






# Worry Eaters

- Every class, from Nursery right through to Year Two, also has a worry eater.
- If children have a concern, or worry, whether it be in school or out, they can put it in our class worry eaters.
- The worry eater will eat up the worry and take it away from the child.
- However for some children we know that this is not enough, and the worry eater is checked at least once daily by an adult in the class.
- Anything that is posted is addressed if they have put a name to their worry. Sometimes the children just need to know that the worry has been acknowledged, for others it may be a starting point to discuss something more.
- Parents will be informed where needed.

# Promoting positive mental health

- **Get Active** – plenty of exercise, finding ways to be up and moving whenever we can in class, out at play or in dedicated PE lessons.
- **Connect** – a huge emphasis on working in different groups in class, learning partners, different groupings for different activities, lots of work on their relationships with others in school and out in PSHCE. Valuing diversity and difference.
- **Keep Learning** – ensuring that there is plenty of enquiry based learning in school that captures that children's imaginations. Firing up their desire to learn new skills and information through their own ideas.

- 
- **Take Notice** – lost of observation, learning through doing! Time out in Yoga to focus on their own bodies and how they are feeling. Calming techniques are used throughout the day where necessary, Zones of Regulation, mood boards, worry eaters etc.
  - **Be Creative and Play** – through play time activities, games, toys, Art, DT, Learning through play and investigation, creating their own games, both inside and out.

**All of these five strands can also be used at home.**

# What Would Roo Do?

We have a well-established system in place at The Mead to deal with social issues which may occur.

The children are taught to identify what a “big problem” is and what a “small problem” is.

## **Examples of small problems:**

- not sharing
- friendships, having a ‘best friend’
- pushing in line
- using a loud voice
- taking things from each other
- laughing at each other unkindly
- being too rough
- bossiness
- understanding the difference between accidents and ‘on purpose’.
- name calling



# What Would Roo Do?



## Examples of big problems:

- Persistent name calling
- Threats
- Hurting each other
- Playing unfairly
- Certain children being targeted

**OR any of the small problems being done consistently.**

# What Would Roo Do?



# Proud to belong

Our topic for this half term is 'Proud to Belong'. We will be focusing on the children's wellbeing and what it means to be part of their class and part of The Mead family.





# The Curriculum

★ Reading

★ Maths

★ Writing

★ Science

★ Geography

★ PSHCE

★ History

★ Computing

★ Music

★ Art/D&T

★ RE

★ PE

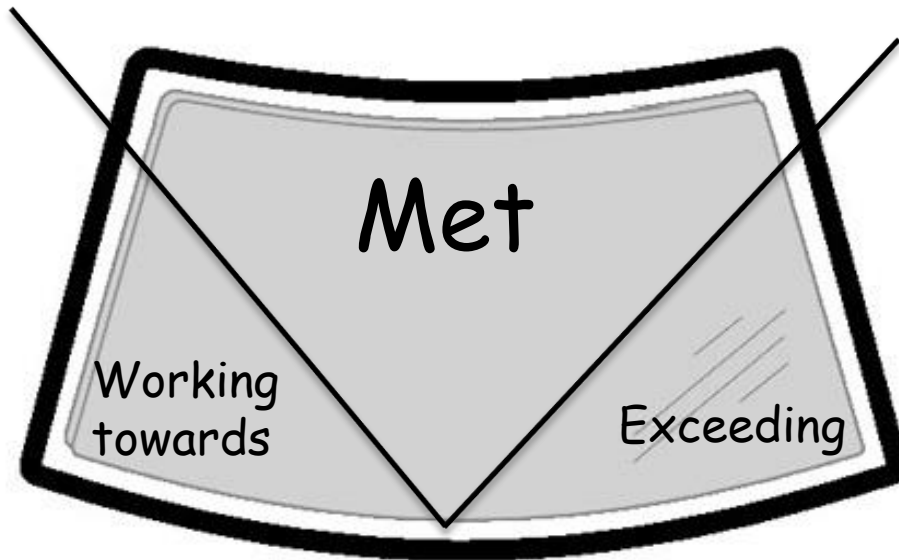
★ Yoga



# End of year expectation

We continually assess the children to identify their next steps and at the end of the year they will be either:

- Working towards Year 1 expectations
- Have Met Year 1 expectations
- Be Exceeding Year 1 expectations and working at Greater depth



‘Met’ is the age appropriate expectation by the end of a completed year in Year 1.

# Reading



- This year The Mead are introducing whole class reading on a daily basis, as a school-wide approach to raising the profile, and attainment in reading.
- Your child will have read individually with an adult for the first two weeks of school. Starting this week we will complete a cycle of 4 weeks teaching and focused work using whole class reading. The cycle will then begin again. There will be further information on this in our reading workshop later this year.
- It is very important that you please listen to your child read at least **4 times** a week. Please write a short comment after you have done so.
- Your child can change their reading book once they have finished it and you have discussed it with them.

Week beginning: \_\_\_\_\_

Day	Book Title	Pages read	Comments
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Weekend			

Book:

School Comment:

Focus:

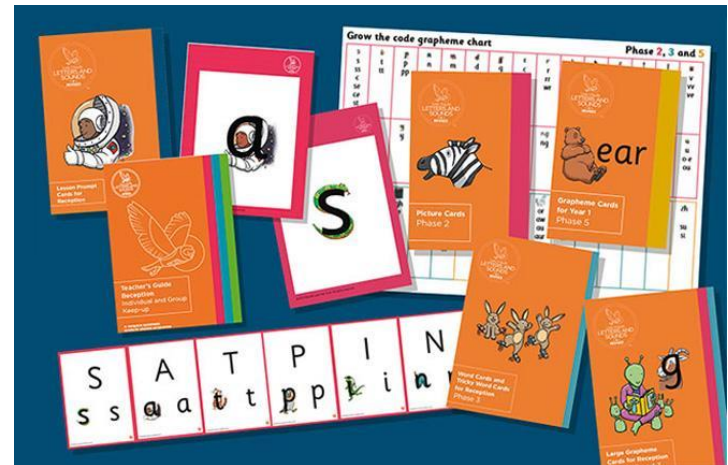
Have you read four times since your last reading day?

☐

# Phonics

This year The Mead are introducing a new phonics programme, 'Little Wandle' is a revised systematic synthetic phonics programme.

All children will participate in daily phonics sessions, some may also participate in 'catch up' sessions to help them consolidate sounds they may be unfamiliar with.



# Reading



When reading with your child, please remember that questioning your child is very important as it shows that your child has understood what they are reading. Below is an example of the types of questions you can ask your child:

## Questioning:

**Describe/ retrieval:** What does the Giant look like?

**Reflect/ inference:** How do you think the Giant felt when he first saw Jack?

**Speculate/ predict:** What would happen if the Giant lost his voice?



# How to challenge your child further...



To help your child have a greater understanding of the text there is lots you can do...

1. In non-fiction texts spend time discussing the theme of the book, the layout as well as the book's structure e.g. contents, index and glossary.
2. When your child has read part of the book ask them a specific question that requires them to retrieve the answer from the text.
3. When characters feelings become less explicit, ask your child to explain what actions and words in the text have been used to explain the feelings.
4. Ask your child to re-tell the story in order, adding as much detail as possible encouraging them to relate any themes to their own experience.



# Any questions?



If you have any questions please email your class teacher.

The Email addresses are listed below:

Badger Class

[badgers@mead.surrey.sch.uk](mailto:badgers@mead.surrey.sch.uk)

Hedgehog Class

[hedgehogs@mead.surrey.sch.uk](mailto:hedgehogs@mead.surrey.sch.uk)

Squirrel Class

[squirrels@mead.surrey.sch.uk](mailto:squirrels@mead.surrey.sch.uk)

We hope that your child enjoys  
their time in Year One.

