

# Welcome to Year 1



# Badger Class



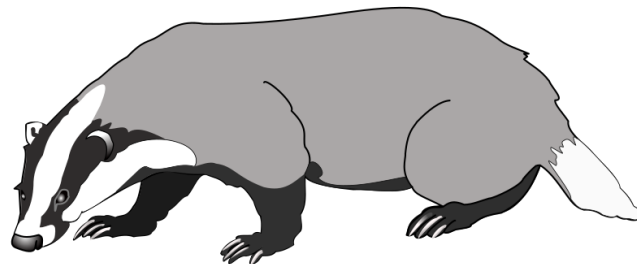
Mrs Morrey



Miss Cooper



Mrs Lupton



# Hedgehog Class



Miss Humphries



Mrs Al-Khudairi



# Squirrel Class



Miss Button



Mrs Costa - Michael



Mrs Harling



# The School Day



**Start- 8.50**

**Finish- 2.50**

*from your child's  
classroom door*

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

If you arrive after 9am you will need to take your child to the school office to sign in.

# The School Day

- ★ Please ensure that reading books 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 bottle with a straw) and please do not put water bottles in the book bags.
- ★ The children are provided with a piece of fruit every day.
- ★ Please ensure that all clothing and belongings are clearly named, including Book bags.
- ★ Please make sure that your child does not bring toys to school and has only one keyring on their book bag.

# PE days

Badger Class –Thursday and Friday

Hedgehog Class – Tuesday and Wednesday

Squirrel Class – Wednesday and Friday



- \* Come to school wearing your PE kit
- \* All long hair must be tied up if it falls below shoulder length every day
- \* All earrings must be removed for PE
- \* All kit to be clearly named
- \* Blue shorts, white t-shirt and grey jogging bottoms in cold weather

# Learning within the day

Again this year, all classes within year 1 will be using continuous provision to engage the children in their learning...

All children will be familiar with this style of learning from their time in Reception, however the resources they use will differ. An audit of the resources across the school from Nursery to KS1 ensures progression. Resources are carefully chosen to extend existing skills and consolidate the new learning in each year group.

The opportunities within the school day will ensure that all teaching fulfils the national curriculum and are based on 'hook's' which carefully link to our topics.



# The Curriculum

★ Reading

★ Maths

★ Writing

★ Science

★ Geography

★ PSHCE

★ History

★ Computing

★ Music

★ Art

★ D&T

★ RE

★ PE

# 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 use the Winnie the Pooh characters and stories to “hook” each particular learning behaviour onto.

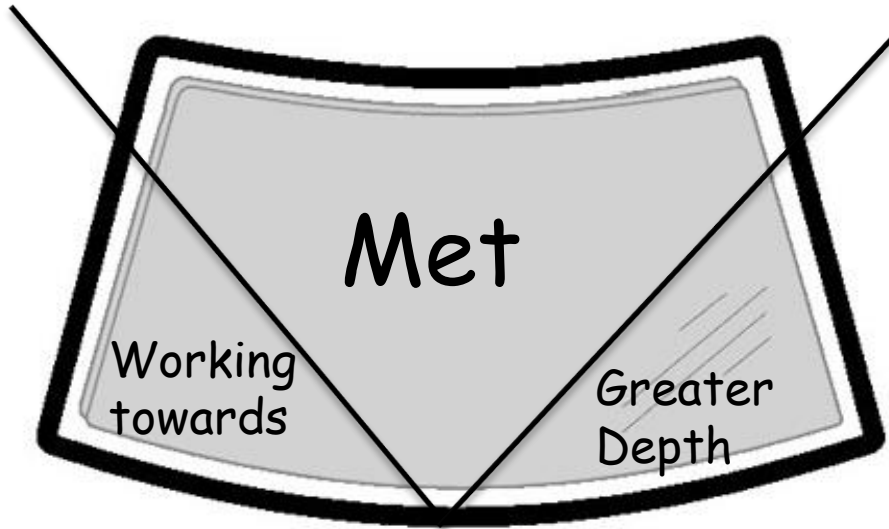
For example “Tigger” shows resilience as a learning behaviour – he always keeps trying, bounces back and never gives up.

# Recognition Board

- Our three school rules are:  
***Safe, Respectful and Ready.***
- There will be a class focus for the recognition board and children's names are moved onto the board when they are seen demonstrating this focus by either an adult or another child in class.
- A focus could last a morning, day, week etc.
- We break down the rules to teach the children the specific skills e.g. when learning I am ready, we will start with how to sit on the carpet during learning time (eyes looking, ears listening, sitting on our spots etc.).
- The children will be able to tell you when they have been on the recognition board.



# End of year expectation



‘Met’ is the age appropriate expectation by the end of a completed year in Year 1. This is reported in the areas of Maths, Reading, Writing and phonics.

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

# Topics

We are Proud to Belong at the Mead and the first topic throughout the school is 'Mindful Me'. 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. Then our topic changes with a geography focus called 'from Stoneleigh to London'.



# 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.



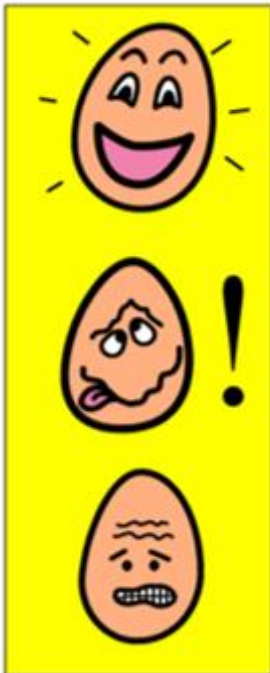

# Zones of Regulation

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 children's imaginations. Firing up their desire to learn new skills and information through their own ideas.

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- **Take Notice** – lost of observation, learning through doing! 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?





# Reading

- At the Mead we place reading as a high priority, both the practising of skills as well as helping to develop a love of books . In each Year one class the children get to vote for the Friday story time story!
- We also visit the library once a week. Library books have to be returned before a new one can be issued. Please make sure your child has their library book on their library day.
- Your child will have read individually with an adult during the first two weeks of school. Then they 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 term.
- Regular reads are important to help reinforce any sounds and skills we have been learning at school so we ask that you please listen to your child read at least **4 times** a week and record it on Boom Read.



# 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?

- Your child can change their reading book once they have finished it and you have discussed it with them, as often as they need to!





# 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.

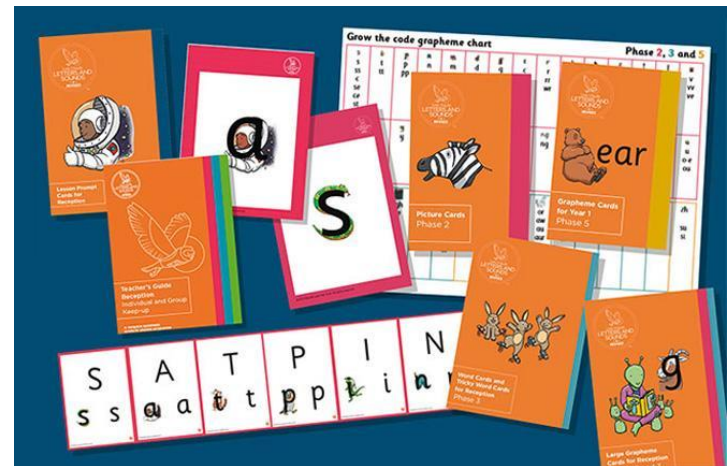


# Phonics

We will be continuing our phonics programme, 'Little Wandle'

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.

And there is weekly phonics homework, going back over previously taught sounds.



# Thank you!

For children to be successful it is essential that families and schools work in partnership, thank you for your continued support.

If you have any questions about the presentation please contact us using the details below.



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.

