

Welcome to Year 1



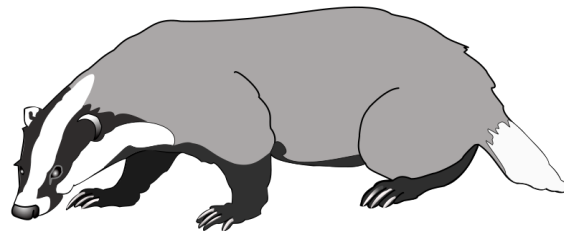
Badger Class



Mrs Andrew
Class teacher



Mrs White
Teaching Assistant



Hedgehog Class



Mrs Kirby
Class teacher



Mrs Matthews
Class teacher



Miss Davies
Teaching Assistant



Mrs Brunton
Learning Support



Mrs Timol
Learning Support



Squirrel Class



Mrs Sharifirad
Class teacher



Mrs Cox
Teaching Assistant



Mrs Pillay



Mrs Wilson



The School Day



Start- 8.30

Finish- 3.05

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

Doors will close at 8:35am if you arrive after this time please go to the office to sign in.

Please let your child's teacher or the school office know if your child is going to be picked up by someone different. If you need to let the school know during the school day please contact the school office and the message will be passed on.



BE AN ATTENDANCE HERO

Here

Everyday

Ready

On time



The School Day

- ★ Please provide your child with a named bottle of **water** every day (ideally a sports lid or similar).
- ★ Please keep your child's reading book in their bookbag every day.
- ★ Fruit is available for all children every day.
- ★ Please ensure that all clothing and belongings are clearly named, including Book bags. Please only choose 1 or 2 keyrings to put on the book bag to help your child identify which one theirs.

PE days

Badger Class –Tuesday and Wednesday

Hedgehog Class – Wednesday and Thursday

Squirrel Class – Wednesday and Friday

All Year 1 classes have a yoga session on a Monday. Girls can wear shorts under their school dress or skirt on this day.

- * Children to wear their PE kit to school on their PE days.
- * Black plimsolls or plain black trainers can be worn. Please no laces unless children can tie them independently.
- * Dark grey jogging bottoms can be worn for PE if it is cold.
- * All long hair must be tied back
- * Earrings must not be worn for PE

Library

- * We visit the school library once a week.

Badgers: Friday

Hedgehogs: Tuesday

Squirrels: Friday

- * Library books need to be returned for a new book to be issued.
- * Please ensure your child's library book is in their bookbag on their library days.



Learning within the day

Our curriculum has four key aims that underpin everything we do.

These are, for the children:

- to become effective lifelong learners

- to be able to manage their own well-being and empathise with others

- to know key knowledge and be able to apply skills

- to understand themselves, others and the world around them

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 within Reception, however the resources they use will differ and are carefully chosen to support, extend and challenge their learning, moving it forward.

The opportunities within the school day will link not only to the interests of the children but will also be carefully aligned to the National Curriculum.

The Curriculum

★ Reading

★ Maths

★ Writing

★ Science

★ Geography

★ PSHCE

★ History

★ Computing

★ Music

★ Art/D&T

★ RE

★ PE

★ Yoga



Topics

Our topic for the first few weeks of this half term 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 will be: From Stoneleigh to London. This has a geography focus helping to develop mapping skills.

Our other topics will include:

- The story of the high street
- All creatures great and small
- The secret garden
- Up, up and away
- Travels and tales

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.

What Would Roo Do?

- The children learn about “big problems” and “small problems”
- We teach the children strategies to resolve small problems independently.
- Big problems need help from a grown up.



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

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

Mood Boards

- Every class, from Nursery right through to Year Two, has a Zones of Regulation mood board which features everyone's names.
- These act as a quick indicator of how the children are feeling as they come into class at various points in the day. They are free to move them whenever they feel necessary, and an adult will respond as soon as it is practical.
- As you can see, 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.

Recognition Board

- We have a class focus linked to one of our three school rules: **Ready, Respect and Safe.**
- Children's names are moved onto the recognition board.
- 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.



Lining up

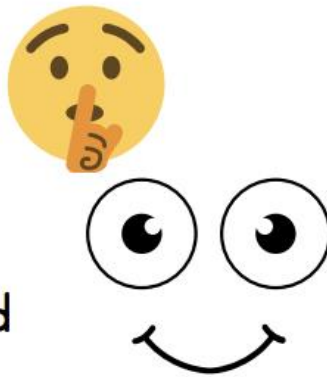
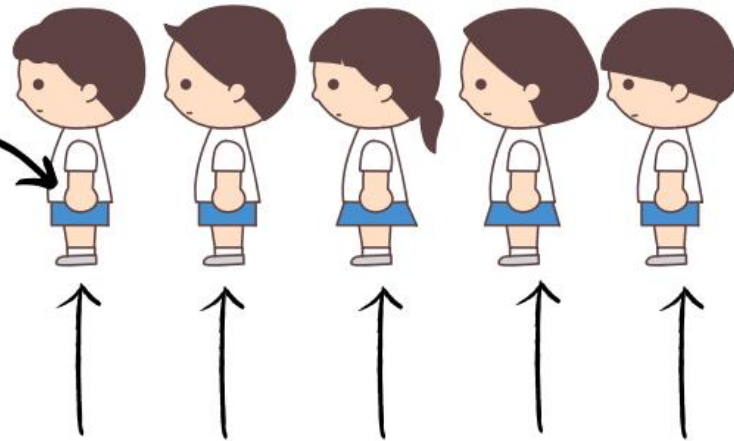
S Standing still

H Hands by your side

I In your space

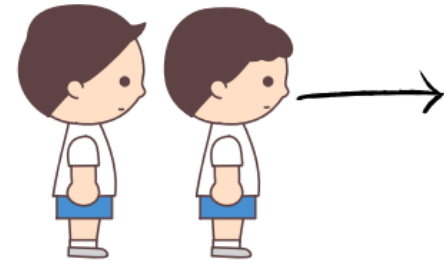
N No talking

E Eyes forward



Wonderful Walking

- 1** Walk in silence
- 2** We use soldier arms
- 3** We walk sensibly
- 4** We face the direction we are walking



We take part



No hands up, we are ready to answer



We listen to the adult

We listen to each other



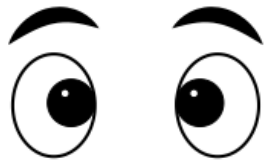
If we need the toilet we
can use this sign

Happy Hello, Great Goodbye



We say good morning

We say goodbye or good afternoon



We look at the person when we speak

We smile



Show me 5



- 1** Eyes looking 
- 2** Ears listening 
- 3** Body still 
- 4** Voice is off 
- 5** You are ready 

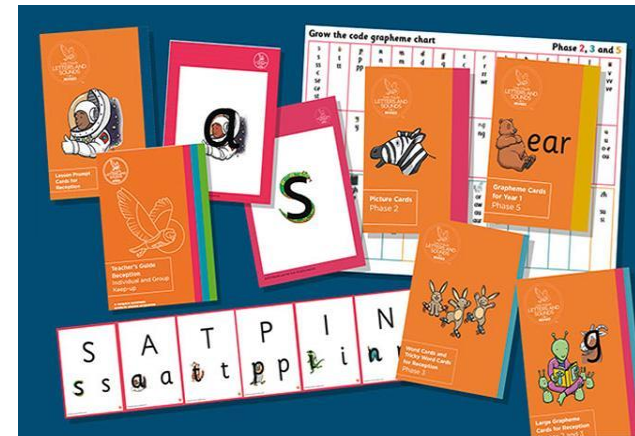
Phonics

We continue to use the phonics programme, 'Little Wandle' in Year 1. We start by revising the digraphs introduced at the end of Reception and then learn some new digraphs and then alternative sounds for already learned digraphs.

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

Once a week your child will also bring home a 'Little Wandle' phonics homework sheet. This is for them to consolidate the phonemes we have covered in class.

The website for the scheme is <https://www.littlewandlelettersandsounds.org.uk/>
In the 'parents' section there are some useful resources to help you support your child at home.



Reading



- Reading at the Mead takes on different forms:
 - The children have a daily phonics lesson.
 - In addition to this we have a daily fluency lesson.
 - The children also take part in guided reading sessions, where a 'Bug Club' text is shared and VIPERS skills are explored. (More information will be shared at our reading workshop. Dates to follow)
- In the first and last week of a half term the children will also have an individual read and are assessed.
- Please support your child's reading development by reading with them at least **4 times** a week. Please log this in their Yellow Reading record book.
- Your child can change their reading book as often as they like. Please arrive at the classroom door with it in hand so they can be reminded to swap it for a new one.

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...

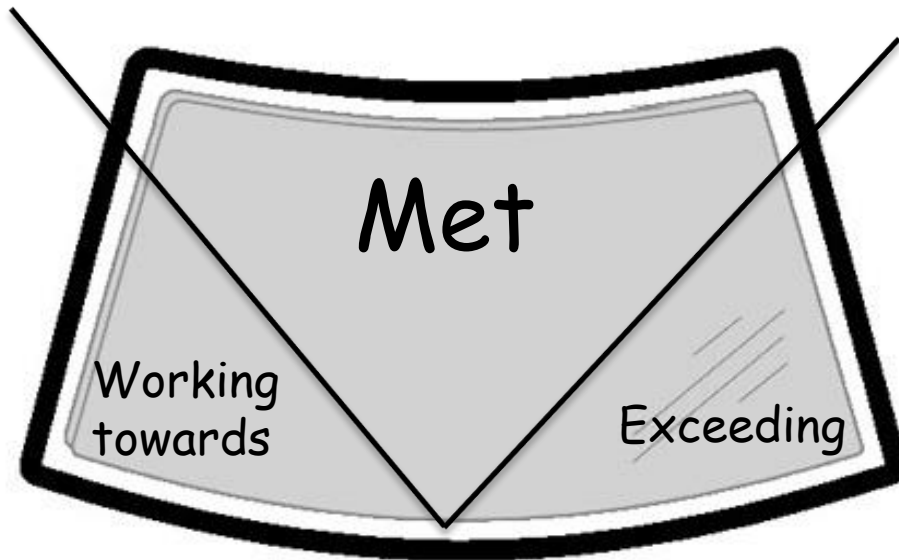
1. In non-fiction texts spend time discussing the theme of the book, the layout as well as the book's structure e.g. contents, index and glossary.
2. When your child has read part of the book ask them a specific question that requires them to retrieve the answer from the text.
3. When characters feelings 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.



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.

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

Hedgehog Class

hedgehogs@mead.surrey.sch.uk

Squirrel Class

squirrels@mead.surrey.sch.uk

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

