

WELCOME TO YEAR 1



Introduction to the Year 1 Team

We would like to welcome you and your child to Year 1. In Year 1, our teachers are:

Mrs Gillani – Year 1 Year Leader and 1G class teacher

Mrs Chatterjee – 1C Class teacher

Ms Wajtor – 1W Class teacher

Mrs Ahmed – 1A Class teacher



Introduction to the Year 1 Team

Some of the other adults who support us in Year 1 include:

Mrs Thomson - HLTA

Mrs Rusin – Class TA

Mrs Breetz – Inclusion TA

Mrs Parveen – Inclusion TA

Ms Nureen – Inclusion TA



Our Expectations

Claycots School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

Our behaviour policy guides staff to teach self-discipline and self-regulation. It echoes our core values with a heavy emphasis on the principles of Ready, Respectful and Safe developed by the behaviour expert Paul Dix.

A community that is:

Ready to learn; Respectful of themselves and others; Safe in school We are committed to a partnership approach to promoting positive behaviour and interventions that support staff and learners.



At Claycots, we are...

- ▶ **Ready**
- ▶ **Respectful**
- ▶ **Safe**



Ready Respectful Safe

Children will:

- Work to the best of their abilities and allow others to do the same by being focused and engaged in their learning
- Treat all staff and pupils with respect and show good manners • Follow instructions of school staff
- Take care of property and the school environment
- Ensure that interactions with staff and their peers are positive

Parents will:

- Support their child in adhering to the principles of Ready, Respectful, Safe
- Ensure that the agreement made in the Home-School Agreement is upheld
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Ensure that their child has good attendance (97% or above) and is in school on time
- Inform staff of any medical or other needs that may hinder their child's attendance
- Ensure that their child attends school in full uniform



Rewards

- ▶ In each Year 1 classroom there is **recognition board** that we all want the children to progress on. In each class, we focus on three targets, these will change throughout the year.
- ▶ Each week one child from each class has the potential to earn a **Headteacher Award** for being Ready, Respectful and Safe. Alongside this, one child from the year group has the chance to earn a **Kindness Award** each week.
- ▶ **Postcards, phone calls and text messages** will be sent home to celebrate your child's success.
- ▶ **House points** are given to children who show that they are following the school rules, working hard, challenging themselves, showing resilience or compassion.



House Teams

BRAY LAKE



DORNEY LAKE



JUBILEE RIVER



RIVER THAMES



If you don't know which house your child is in, please contact the class teacher who will be able to tell you.

School Uniform

- ▶ Plain white cotton shirt (with a turn down collar)
 - ▶ School tie
 - ▶ A V-Neck school jumper or school cardigan (both with the Claycots logo)
 - ▶ Black or grey skirt/trousers
 - ▶ White or grey socks or grey tights
 - ▶ Flat black school shoes must be worn
- NOT TRAINERS**



P.E. Kit

P.E. lessons for Year 1 are on Friday mornings. Children should come to school in P.E. kit on this day. They do not need to bring in additional school uniform.

- ▶ House team coloured T-shirts (with logo) - Bray (red), Dorney (blue), Thames (yellow) and Jubilee (green)
- ▶ Bottle green or black jogging bottoms (especially during the colder months)
- ▶ Bottle green or black shorts
- ▶ Black plimsolls or non marking trainers





What does the curriculum look like?

Long Term Planning Overview Year 1

Curriculum Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Silly Billy	Celebrations	Superheroes	Journeys	Farms	Poetry
Text	Silly Billy	So Much	Traction Man	You Choose	Farmer duck	A range of poems
Cultural Capital: trips, visits and experiences	Creative partner BHM	Creative Partner Guy Fawkes		Drama workshop for famous explorers	A farm visit (Odds Farm)	Tate Modern
Science	Seasonal Change (1 week) Everyday Materials (Identifying & Classifying)	Animals/Humans (Research)	Seasonal Changes (observing over time)	Animals/humans – animal groups. (Research)	Plants (shoebox garden) (Pattern seeking)	Scientist Study -Marie Curie
Geography	Slough and Guatemala comparison – focus on the Geography of the school		Seasons/Weather World Maps			Countries/landmarks in UK Location knowledge of 4 capital cities. (aerial photographs and plan perspectives)
History	Black History Month: Rosa Parks	Guy Fawkes and the gunpowder plot		Famous explorers – Captain Scott (creative partner)	History of farms – past and present. Where food comes from	
Design Technology			Design, make and evaluate a superhero mask	Design, make and evaluate moving models (transport)	Cooking – making scones and butter (parents in for afternoon tea. Charity fundraiser)	
Art & Design	Guatemalan Materials – colour mixing with pastels	Wax resistant paintings				Sculpture of London Landmarks (find artist) Anish Kapoor
Computing	2 Simple:	Digital content: Birthday Invite	Espresso coding (IPads)	Espresso coding (IPads)	Internet safety and uses	Free choice:



What does the curriculum look like?



	Using mouse/keyboard/log in	Copy paste image into ppt from internet/insert text			(classroom based)	Creating drawings of London landmarks. Invitation to EE gallery.
Religious Education	<p>Theme: Creation Story Concept: God/Creation Key Question: Does God want Christians to look after the world? Religion: Christianity <i>Harvest Festival (community link)</i></p>	<p>Theme: Christmas Concept: Incarnation Key Question: What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem? Religion: Christianity</p>	<p>Theme: Jesus as a friend Concept: Incarnation Key Question: Was it always easy for Jesus to show friendship? Religion: Christianity <i>The story of the Good Samaritan</i></p>	<p>Theme: Easter - Palm Sunday Concept: Salvation Key Question: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Religion: Christianity</p>	<p>Theme: Shabbat Key Question: Is Shabbat important to Jewish children? Religion: Judaism</p>	<p>Theme: Rosh Hashanah and Yom Kippur Key Question: Are Rosh Hashanah and Yom Kippur important to Jewish children? Religion: Judaism</p>
PSHE & RHE	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me

What does a Year 1 week look like?

Year 1 Autumn 1	8:35-8:50	8:50-9:15	9:15-10:00	9:45-9:55	9:55-10:25	10:30-11:20	11:30-12:10	12:15-12:35	12:40-1:00	1:00-1:25	1:30-1:45	1:45-2:35	2:35-3:00	3:00-3:05
Monday	Morning Task – Handwriting, name, number writing	Assembly 9:00-9:15	Maths	Fruit Time	Phonics	Literacy	Lunch	Phonics	Guided Reading/Handwriting	Music/Library session	BREAK	RE/PSHE	Shared Reading	High Frequency Words session
Tuesday		Phonics			Art				Art					
Wednesday		Phonics			Science				Science					
Thursday		Handwriting			Computing				Geography	Y1 Assembly 2:30-2:45				
Friday		PPA 8:30-11:25 PE			Phonics 12:15-12:45				Literacy 12:45-1:30	Guided Reading 1:45-2:15		Maths 2:15-3:00		

Phonics Screening Check in Year 1

- ▶ The phonics screening check is taken individually by all children in Year 1 in England, and is usually taken in June. It is designed to give teachers and parents information on how your child is progressing in phonics. It will help to identify whether your child needs additional support at this stage so that they do not fall behind in this vital early reading skill.

It checks that your child can:

- ▶ Sound out and blend graphemes in order to read simple words.
- ▶ Read phonically decodable one-syllable and two-syllable words, e.g. cat, sand, windmill.
- ▶ Read a selection of nonsense words which are referred to as pseudo words.



Reading

Reading is one of the most important skills you can help your child develop. Some of the ways in which you can support them include:

- ▶ Listening to your child read regularly.
- ▶ Reading to your child. In Year 1, children still enjoy being read to and this is a great opportunity to model good reading.
- ▶ Ask your child questions about what they have read, they need to develop an understanding of the text to support their comprehension skills.
- ▶ Write a note when you have heard your child read in their homework diary.



Homework

Homework will be given out each Monday, it will be due in on the following Monday. Every week your child will receive either:

- ▶ Bug Club (Reading)
- ▶ Mathematics (Maths)
- ▶ Handwriting
- ▶ High frequency words / spellings jjk
- ▶ Reading books to read daily – ensure reading books are brought to school every day
- ▶ A half term project (this is due in the last week of each half term and should be done in the Homework books unless it is a practical activity)
- ▶ Presentation expectation – we expect homework to be presented to the same standard as school work



Year Group reminders

Water bottle

- ▶ We ask that your child has a sports cap water bottle in school everyday. This must **only be filled with water and not juice/squash/fizzy drinks. We encourage children to make healthy lifestyle choices.**

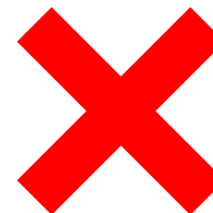


Healthy packed lunches

- ▶ We promote healthy eating and would like to encourage you to do the same. Please ensure your child has a healthy packed lunch if they are not having school dinners.



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If your child is unwell

As we move further into the Autumn Term children will be developing colds, coughs and other illnesses, common in the winter months. The symptoms associated with many of these common illnesses may be similar to those associated with coronavirus and you may be concerned about differentiating between these and coronavirus.

If your child is unwell, the school cannot advise you on whether or not they should stay at home. Instead, you need to make the decision based on the symptoms they are displaying.

At school, we are encouraging children to reduce their risk of spreading colds by following Catch it, Bin it, Kill it, and washing their hands regularly throughout the day. Clearly any absence from school has an impact on children's education and we want to minimise this where possible.



A COVID symptom guide

Signs and Symptoms	Cold	Flu (Influenza)	COVID-19 (Wuhan Coronavirus)
Fever	Mild if present	Often	Often
Fatigue, Tiredness	Occasional, mild	Common	Occasional
Sneezing	Common	Infrequent	Infrequent
Body Aches	Common	Common	Occasional
Headache	Very infrequent	Common	Occasional
Sore Throat	Common	Occasional	Occasional
Stuffy or Runny Nose	Common	Occasional	Infrequent
Diarrhoea	No	Occasional	Infrequent
Watery eyes	Common	Common	Infrequent
Cough	Mild	Dry cough	A dry cough, often severe
Shortness of Breath	No	Rare	With mild/moderate infection
Difficulty Breathing* (*Needs oxygen or ventilator)	No	In severe infections*	Common in severe infections*

Working Together ...

If you have any concerns, we want to work with you to offer reassurance. If you would like to speak to us, please phone the school office to arrange a phone call.

In the first instance, you should always speak to your class teacher

1. Class Teacher
2. Year Leader – Mrs Gillani



