

# Welcome to Year 1

Who are we?

Mrs Norton (1MN)

Miss Thurlbourn (1MT)

Miss Pope

Mrs Sparkes

Mrs Sheppard

Mrs Stower



# Daily Routines

Year 1	8.45 - 8.55	8.55-9.15	9.15 - 9.45	9.45 - 10.45	10.45-11.00	11.00-12.00	12.00 - 13.00	13.00 - 13.30	13.30 - 14.30	14:30-14:45	14:45-15:00	15.10-15.20
Monday	Registration and morning work: arithmetic and quick-fire spelling rules/application	Collective worship in hall (bible)	Phonics	Writing & Spelling	Break	Maths	Lunch	Guided Reading	Topic (Geography)	Maths Mastery	Handwriting	Class novel
Tuesday		Collective worship in hall (bible)	Phonics	PE		Maths		Guided Reading	Writing	Maths Mastery	Handwriting	Class novel
Wednesday		Singing in hall	Phonics	PE PPA		PSHE PPA		Guided Reading	Writing & Spelling	Maths	Handwriting	Class novel
Thursday		Collective worship in hall (picture news)	Phonics	Writing & Spelling		Maths		Guided Reading	Topic (Geography)	Maths Mastery	Handwriting	Class novel
Friday		Collective worship in hall (celebration, play, reading)	Phonics	Writing & Spelling		Maths		Guided Reading	Music	B+V	Handwriting	Class novel

# Curriculum

Each half term, different curriculum areas will drive our learning.

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<ul style="list-style-type: none"> <li>• Colourful Semantics - sentence writing</li> <li>• Narrative</li> <li>• Character description (short burst)</li> <li>• Narrative</li> <li>• Setting description (short burst)</li> <li>• Instruction</li> </ul>		<ul style="list-style-type: none"> <li>• Instruction</li> <li>• Narrative (setting)</li> <li>• Narrative (setting)</li> <li>• Informal letter</li> <li>• Seasons poem</li> </ul>		<ul style="list-style-type: none"> <li>• Narrative (character)</li> <li>• Shape poem</li> <li>• Informal letter</li> <li>• Recount</li> <li>• Narrative (character)</li> <li>• Informal letter</li> </ul>	
Maths	Place Value (within 10) Addition and Subtraction (within 10) Shape Consolidation		Place value (within 20) Addition and subtraction (within 20) Place Value (within 50) Length and height Mass and Volume		Multiplication and Division Fractions Position and Direction Place Value (within 100) Money Time Consolidation	
Science	Forces + Space: Seasonal Change 6	Materials: Everyday Materials 6	Plants: Introduction 0	Making Connections 0	Animals: Comparing (Zoo Trip) 0	Animals: Sensitive Bodies 0
PSHE	Being me in my world	Celebrating differences	Dreams and goals	Healthy me	Relationships	Changing me
PE	Ball skills: feet 1  Locomotion: Jumping (swapped with Yoga Summer 1)	Gymnastics: Body Parts  Dance: Heroes	Gymnastics: Wide, narrow, curled  Dance: growing	Ball Skills: Hands1 (Yoga - 2024-5)  Circus 2	Yoga Bugs  Chance to shine cricket	Team Building  Playground games 1

B+V	Why is belonging to God and the church family important to Christians?	Why is learning to do good deeds so important to Jewish people?	What are the best symbols of Jesus' death and resurrection at Easter?	How does a Hindu celebrate devotion to a deity at the festival of Holi?	Why do Jewish families say so many prayers and blessings?	Why do Christians pray to God and worship him?
History	How have toys changed? (Mildenhall Museum to borrow) 6		How am I making History? 6		How have explorers changed the world? 6	
Geography		What is it like here? (Field trip) 6		What is the weather like in the UK? 6		What is it like to live in Shanghai? 6
Art	Drawing: Make your mark 5		Sculpture and 3D: Paper Play 5		Painting and Mixed Media: Colour Splash 5	
DT		Structures: Constructing a windmill 4		Textiles: Puppets 4		Cooking + Nutrition: Smoothies 6
Computing	Online Safety – 4					
	Systems + Networks: Improving mouse skills 5	Programming 1: Algorithms Unplugged 5	Skills Showcase: Rocket to the Moon 5	Programming 2: Bee Bot 6	Creating Media: Digital Imagery 5	Data Handling: Introduction to Data 5
Music	Pulse and rhythm (Theme: All about me)	Tempo (Theme: Snail and mouse)	Musical Vocabulary (Theme: Under	Timbre and rhythmic patterns (Theme: Fairy	Pitch and tempo (Theme: Superheroes)	Vocal and body sounds (Theme: By the sea)

# PE Routines

Pupils will access two PE lessons each week (presently Tuesday am, and Wednesday am).

On PE days, children should come to school wearing their PE kits. For sports clubs after school, children can bring their PE kits in with them to get changed into at the end of the day.

Pupils will be running the Daily Mile every day. EXTREME weather conditions will be taken into account but we will run/walk in the rain so children will need coats.

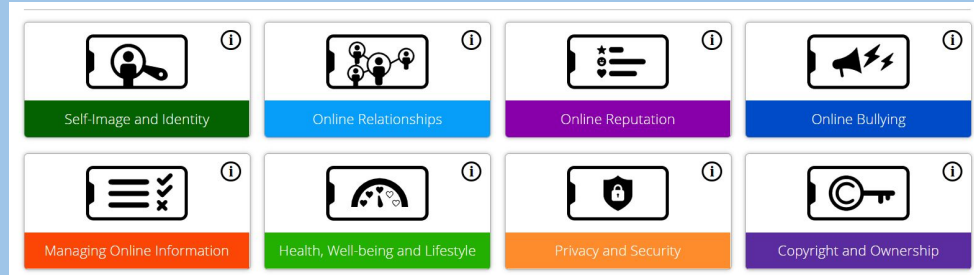




- Fully NAMED PE kit needs to be worn on the class PE days (Tuesday and Wednesday).
- All jewellery, including earrings and fitbits, need to be removed for PE.
- Long hair must be tied back.
- School shoes must be changed for PE shoes.
- Information about PE kit can be found on our website.
- Outside PE will take place in all but the extreme weather.

# Online Safety

- Online Safety Rules: These have been constructed together. They focus on using IT equipment safely and responsibly.
- We use Project Evolve for our Online Safety and will cover a range of topic matters including:



- National Online Safety has lots of helpful guidance of parents:
  - Link on our website:  
<https://st-marys-church-of-england-academy.secure-primariesite.net/online-safety-1/>

# PSHE Curriculum



**We will be talking about body parts as part of our PSHE and this does include male and female genitalia.**

# Reading at St Mary's

## Reading Routines:

We know that children who read voraciously make more progress. In Year 1 we will:

- Set a time for our children to read a chosen reading book to themselves.
- Aim to hear every child read weekly.
- Support with home reading book being sent home closely linked to the phonic ability of your child.
- Support early reading through phonics

## Accelerated Reader / Phonics

- To track children we use the Accelerated reader software.
- It enables us to see how many books a child has read.
- It enables us to check that they are understanding a book.
- It allows us to assess the level of book that would be a 'best fit' for them.

# Phonics at St Mary's

# St Mary's teaches phonics through Sounds Write.

We use Sounds Write to enhance the learning of phonics.

In year 1 the children will revisit the initial code from EYFS.

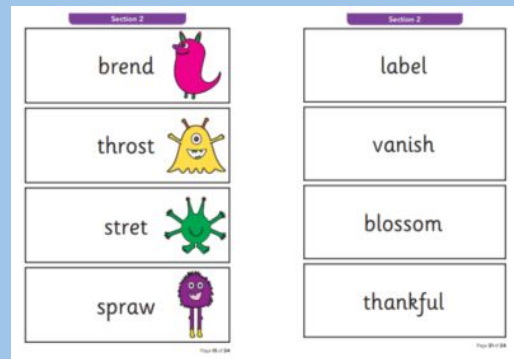
Develop skills in initial code– longer words with digraphs and trigraphs.

Teach alternative digraphs and split-digraphs in the extended code.

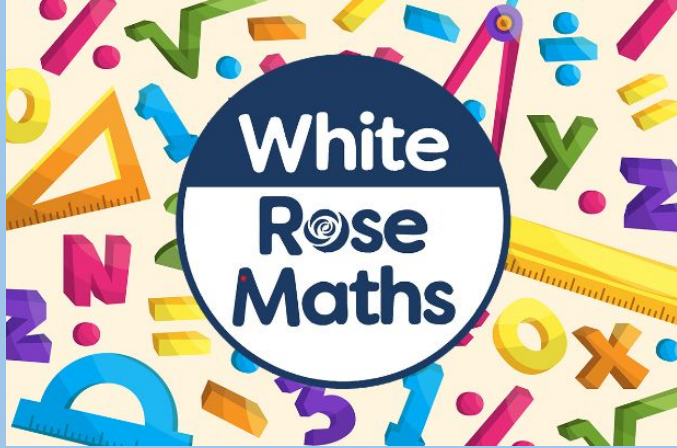
Teach the reading and spelling of the Year 1 common exception words.

**The Phonics Screening Check begins on the 9th of June 2025.** If your child does not pass their Phonics Screening Check in year 1, they will resit the Phonics Screening Check in year 2.

Alex saying the sounds Sounds-Write Initial Code (youtube.com)



# Maths



At St. Mary's we follow White Rose Maths to teach maths. The children have booklets where they complete their maths learning for each lesson.

The children also have arithmetic questions during registration where they focus on number bonds, addition and subtraction.

The children also have a daily maths mastery lesson that develops their understanding of number.

**Websites to support your child at home with maths:**

[www.topmarks.co.uk](http://www.topmarks.co.uk) (Hit The Button)

[www.ictgames.com](http://www.ictgames.com)

[Toy Theater | Fun Online Educational Games for Kids](http://ToyTheater.com)

<https://play.numbots.com>

# Non-negotiables

## Reading

- Identify which words appear again and again.
- Recognise and join in with predictable phrases.
- Relate reading to own experiences.
- Re-read if reading does not make sense.
- Re-tell with considerable accuracy.
- Discuss significance of title and events.
- Make predictions on basis of what has been read.
- Make inferences on basis of what is being said and done.
- Read aloud with pace and expression, i.e. pause at full stop; raise voice for question.
- Recognise:
  - capital letters
  - full stops
  - question marks
  - exclamation marks
  - ellipsis
- Know why the writer has used the above punctuation in a text.
- Know difference between fiction and non-fiction texts.



## Writing

- Write clearly demarcated sentences.
- Use 'and' to join ideas.
- Use conjunctions to join sentences (e.g. so, but).
- Use standard forms of verbs, e.g. go/went.
- Introduce use of:
  - capital letters
  - full stops
  - question marks
  - exclamation marks
- Use capital letters for names and personal pronoun 'I'.
- Write a sequence of sentences to form a short narrative *[as introduction to paragraphs]*
- Use correct formation of lower case - finishing in right place.
- Use correct formation of capital letters.
- Use correct formation of digits.



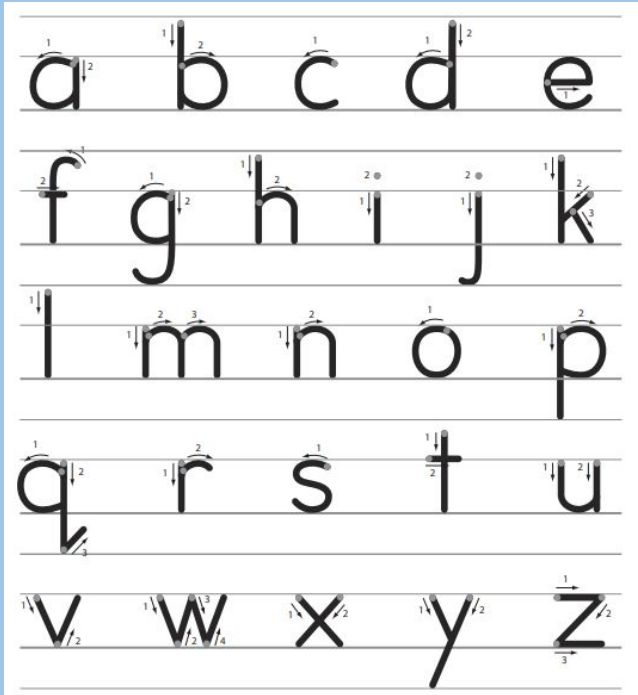
## Mathematics

- Count to and across 100, forwards & backwards from any number.
- Read and write numbers to 20 in numerals & words.
- Read and write numbers to 100 in numerals.
- Say 1 more/1 less to 100.
- Count in multiples of 2, 5 & 10.
- Use bonds and subtraction facts to 20.
- Add & subtract:
  - 1 digit & 2 digit numbers to 20, including zero.
- Solve one-step multiplication and division using objects, pictorial representation and arrays.
- Recognise half and quarter of object, shape or quantity.
- Sequence events in chronological order.
- Use language of day, week, month and year.
- Tell time to hour & half past.



# Handwriting

- We use letter join! There is a printout in the booklet.



## Pupils log-in details

### Desktop log-in

Login Desktop Tablet

Username:

wk0264

Password:

home

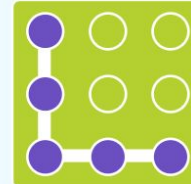
### Tablet log-in

Login Desktop Tablet

Username:

wk0264

Swipecode:



# Home Learning

Year 1						
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Reading Spelling shed (5 mins) Numbots (5 mins)	Reading Spelling shed (5 mins) Numbots (5 mins)	Reading Spelling shed (5 mins) Numbots (5 mins)	Reading Spelling shed (5 mins) Numbots (5 mins)	Reading Spelling shed (5 mins) Numbots (5 mins)		

# Behaviour policy

- Last year, we introduced a new, consistent, supportive and fair behaviour policy to ensure that our children feel safe and are able to learn, whilst also being supported to make the right choices.
- In our recent Ofsted inspection, inspectors were very impressed at the behaviour that they saw around school, both in lessons and at unstructured times such as playtime and lunch time. They recognised the impact that our behaviour policy and initiatives such as Opal play has had on our school improvement.
- This policy is available to view on our website.
- Parents are informed at an earlier stage when a child's behaviour begins to cause concern. We have found that early parental engagement and working together has been enormously beneficial in bringing children back on track and helping them to feel happier at school.

# Behaviour policy

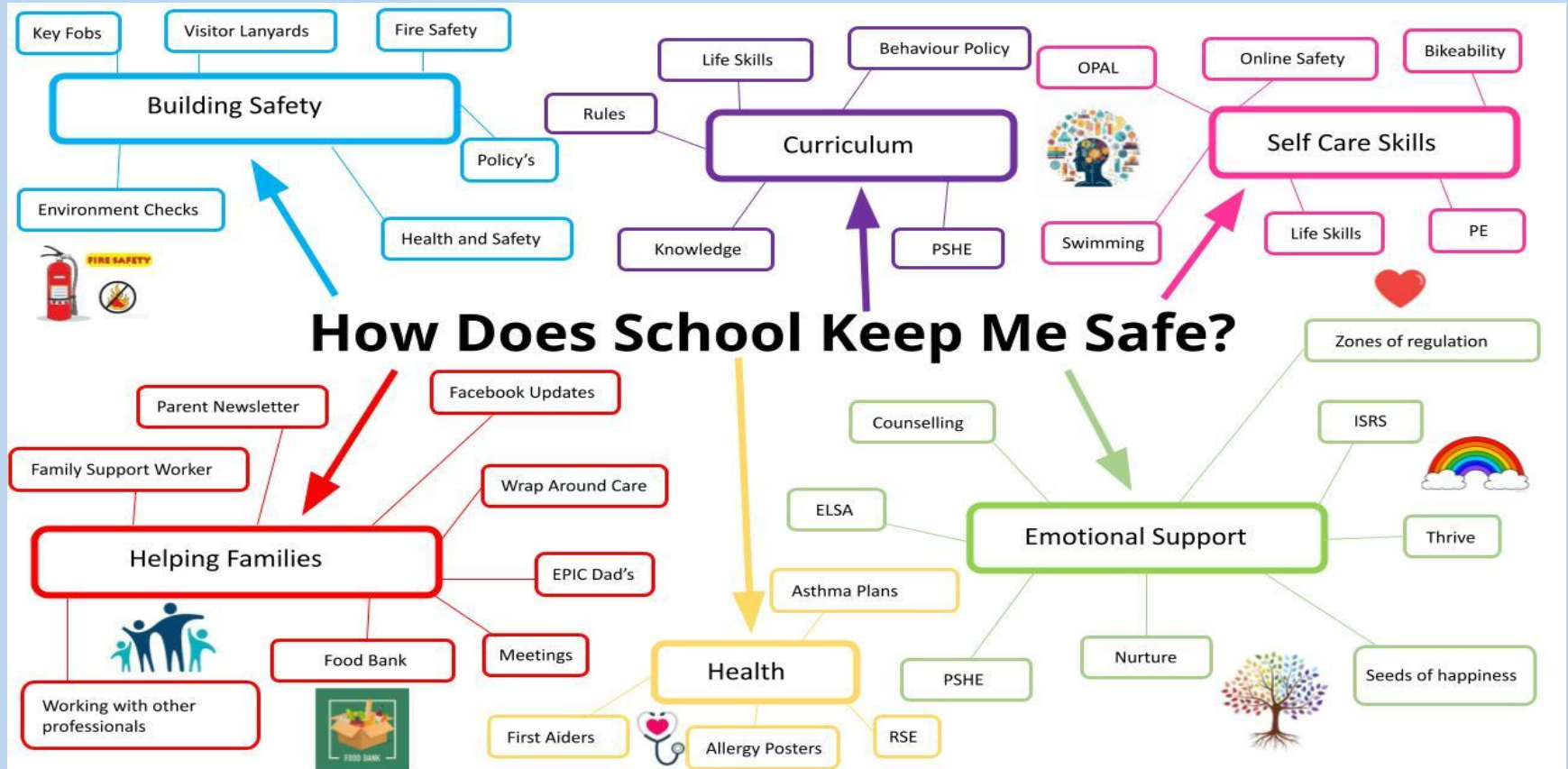
Behaviour	What this looks like	Our response
Excellent behaviour	<ul style="list-style-type: none"> <li>Helping other pupils</li> <li>Caring for the environment without being asked.</li> <li>Going above and beyond in learning</li> <li>Hyper-engaged.</li> </ul>	<ul style="list-style-type: none"> <li>Positive notes home.</li> <li>Phone calls home.</li> <li>Class rewards.</li> </ul>
Good Behaviour	<ul style="list-style-type: none"> <li>Generally following the school/ class rules.</li> </ul>	
Low level behaviour stage 1	<ul style="list-style-type: none"> <li>Chatting instead of working</li> <li>Talking instead of listening to the teacher</li> <li>Shouting out</li> <li>Drawing instead of listening</li> <li>Getting out of the chair without permission</li> <li>Not sharing resources.</li> <li>Tipping chair</li> </ul>	<ul style="list-style-type: none"> <li><u>Non-verbal</u> reminder (e.g. hand signal or head shake)</li> <li>Verbal reminder</li> </ul>
Low level behaviour stage 2 (less acceptable)	<p>Continued stage 1 behaviours</p> <p>Or</p> <ul style="list-style-type: none"> <li>Throwing rubber/equipment</li> <li>Misusing resources</li> <li>Actively distracting</li> </ul>	<ul style="list-style-type: none"> <li>Warning stage + verbal reminder</li> <li>Adult help to resolve issues.</li> <li>Move to another space in the class if appropriate</li> <li>Redirection</li> <li>Informed of the consequences of the next stage</li> </ul>
Low level to <u>mid level</u> stage 3	Continued stage 1 or 2 behaviours	<ul style="list-style-type: none"> <li>Five minutes time-out in another classroom to reset.</li> <li>Positive re-start expected on return to class</li> </ul>
<u>Mid level</u> behaviour stage 4.	<p>Continued stage 1 or 2 behaviours despite <u>five minute</u> time-out</p> <p>Or</p> <ul style="list-style-type: none"> <li>Answering back</li> <li>Being rude</li> <li>Ignoring adult</li> <li>Defiance</li> <li>Other active disruption</li> <li>Hurting others</li> <li>Actively being unkind to upset others</li> <li>Inappropriate language</li> </ul>	<ul style="list-style-type: none"> <li>15 minutes time-out in another classroom</li> <li>Restorative conversation on return</li> <li>Miss next break to complete a <u>Reflection Sheet</u> and any missed work</li> <li>Parents by email (use letter template) or phone call</li> <li>Reflection Sheets put in folder</li> </ul>
Challenging Behaviour stage 5	<p>Continued stage 1, 2 or 4 behaviours despite</p> <ul style="list-style-type: none"> <li>Warning (stage 1)</li> </ul>	<ul style="list-style-type: none"> <li>Spend the rest of the session (until the next session) in another class if this is on the same day.</li> </ul>

	<ul style="list-style-type: none"> <li><u>Five minute</u> time-out (stage 2)</li> <li><u>15 minutes</u> time out (Stage 3)</li> <li><u>Restorative conversation and missed break</u> (stage 4)</li> </ul> <p>(during the same day or two incidents in one week)</p> <p>Or</p> <p>More challenging behaviour that is antisocial and causing considerable impact on the learning of others</p>	<ul style="list-style-type: none"> <li>Missed break to complete reflection sheet and missed work</li> <li>Behaviour incident log started (look for patterns)</li> <li>Adjustments made as appropriate</li> <li>Parent informed about behaviour log using letter 2</li> </ul>
Challenging Behaviour stage 6	<p>Continued stage 1, 2, 4 or 5 behaviours despite</p> <ul style="list-style-type: none"> <li>Warning (stage 1)</li> <li><u>Five minute</u> time-out (stage 2)</li> <li><u>15 minutes</u> time out (Stage 3)</li> <li><u>Restorative conversation and missed break</u> (stage 4)</li> <li>Session spent in another class (stage 5)</li> </ul> <p>(during the same day or two incidents in one week)</p> <p>Or</p> <ul style="list-style-type: none"> <li>Leaving the classroom without permission</li> <li>Storming out and slamming doors</li> <li>Running away from adults</li> <li>Bullying</li> <li>Throwing book/ item in anger</li> <li>Disrespecting the school environment intentionally in anger</li> <li>Shouting at the adult</li> <li>Abusive behaviour to adults or children</li> </ul> <p>Challenging behaviour that is antisocial and causing considerable impact on the learning of others.</p>	<ul style="list-style-type: none"> <li>SLT support if required</li> <li>Child stays with SLT for remainder of the morning or afternoon working quietly alone.</li> <li>Parent meeting with Assistant Principal and teacher</li> <li>Report card started for 4 weeks.</li> <li>Reasonable adjustments &amp; provisions made</li> <li>Assistant principal to observe in class.</li> <li>All incidents to be put onto <u>CPOMS</u> for four 'report and monitoring' weeks</li> <li>Removal of school privileges (trips / tournaments / activities / <u>residential</u>) whilst on report card</li> <li>End of <u>four week</u> review with parents, teacher and Assistant Principal</li> </ul> <p><i>If further incidents occur within the 4 week 'report and monitoring' period, Headteacher to internally exclude for remainder of the day and the following day.</i></p>
Challenging Behaviour stage 7 Dangerous behaviour	<ul style="list-style-type: none"> <li>Not responding to SLT at stage 6</li> <li>Continued stage 6 challenging behaviour following the four week 'report and monitoring' period or no improvement at end of four-week period.</li> </ul> <p>Or</p> <ul style="list-style-type: none"> <li>Dangerous behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Fixed term suspension.</li> <li>Intervention (time limited with objectives and regular reviews/ meetings with parents)</li> <li>Setting suitability discussed.</li> <li>Off Site Direction/ AP</li> </ul>

## Key points to note:

- Our first strategy is always to use positive praise, reminders, redirection and positive behaviour management strategies.
- Non verbal and verbal reminders are given when children are not following the school and classroom rules.
- (stage 2) A warning is given when reminders have not resulted in improvement.
- (Stage 3) If there is still no improvement, pupils are asked to complete 5 minutes of reflection time in another class in order to reset. They are received positively when they return.
- (Stage 4) Continued disruptions or more challenging behaviour (mid-level behaviour) results in a 15 minute time-out in another class. Pupils will then be asked to complete a reflection sheet at break time and discuss the issues with their teacher. They may also be asked to complete any missed work. Parents will be informed of this time out either via email, telephone or a quick chat after school.
- (Stage 5) Repeated stage 4 behaviour in one week. Pupil spends the rest of the session (morning or afternoon) in another class to avoid further disruption and escalation. Parents will receive a standard letter to inform them of this.
- (Stage 6) More challenging behaviour such as running out of class or continued stage 2-5 behaviour despite will result in SLT involvement. A meeting will be arranged with parents via a letter. Privileges are removed for a four week monitoring period.
- (Stage 7) Pupil not responding to stage 6 or dangerous behaviour can result in a fixed term exclusion.

# Safeguarding



# Safety in School

- A Lockdown drill will take place within the year. We will speak to the children prior to go through the procedure. We pretend it is a game of Hide and Seek!





## Class trips

Our year 1 trip will be to Banham Zoo.  
This will take place in the summer term.  
The date will be confirmed.



# Parent Contact

- We will be holding scheduled Parent Consultation meetings, but please do not wait for this!
- If you feel that you would like to speak/meet with us at any point, please get in contact with us and we can arrange a suitable time.
  - Contact will be made at least termly.
  - If you feel that you would like to speak/meet with us at any point, please get in contact with us and we can arrange a suitable time.
  - Contact us via Tapestry