

Welcome to Year 1

Who are we?

Mrs Norton (1MN)

Miss Thurlbourn (1MT)

Miss Pope

Mrs Sparkes

Mrs Gray



Daily Routines

KS1	<u>8.45 - 9.00</u>	9.00-9.10	9.15 - 9.45	9.45 - 10.40	10.40-10.55	10.55-12.00	12.00 - 13.00	13.00 - 13.30			15.00-15.10	15.10-15.20
Monday	Registration	Collective worship	Phonics	Writing	Break	Maths	Lunch	Guided Reading	Science	Handwriting	Maths mastery	Class novel
Tuesday			Phonics	Writing		Maths		Guided Reading	History/Geography	Handwriting	Maths mastery	Class novel
Wednesday			Handwriting	PE		PSHE		Phonics	Maths	English	Maths mastery	Class novel
Thursday			Phonics	Writing		Maths		Guided Reading	PE	Handwriting	Maths mastery	Class novel
Friday			Phonics	Writing - Spelling		Maths		Guided Reading	Music	B&V	Maths mastery	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	• Colourful Semantics - sentence writing • Narrative • Character description (short burst) • Narrative • Setting description (short burst) • Instruction		• Instruction • Narrative (setting) • Narrative (setting) • Informal letter • Seasons poem		• Narrative (character) • Shape poem • Informal letter • Recount • Narrative (character) • Informal letter	
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 Wednesday AM, and Thursday PM).

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.

On Wednesday, the children are currently doing gymnastics. Please could they have shorts on (these can be worn under their jogging bottoms). This is so they can use the equipment safely.

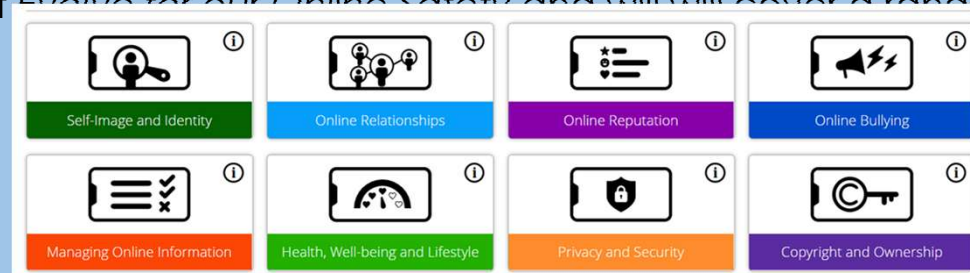




- Fully NAMED PE kit needs to be worn on the class PE days (Wednesday & Thursday).
- All jewellery, including earrings need to be removed for PE.
- Long hair must be tied back.
- School shoes must be changed for PE shoes.
- Information about PE kit can be found on our website.
- Outside PE will take 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 frequently make more progress. In Year 1 we will:

- 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.

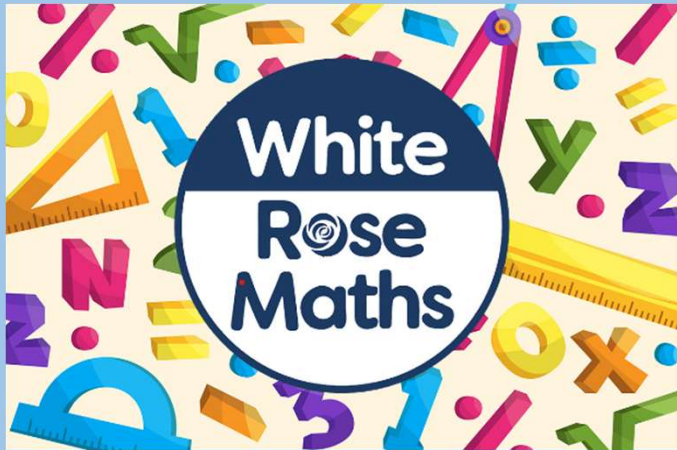
The Phonics Screening Check begins on the 8th of June 2026. If your child does not pass their Phonics Screening Check in year 1, they will resit the Phonics Screening Check in year 2.

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



Section 2	Section 2
blend 	label
thrust 	vanish
stret 	blossom
spraw 	thankful

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 (Hit The Button)

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.



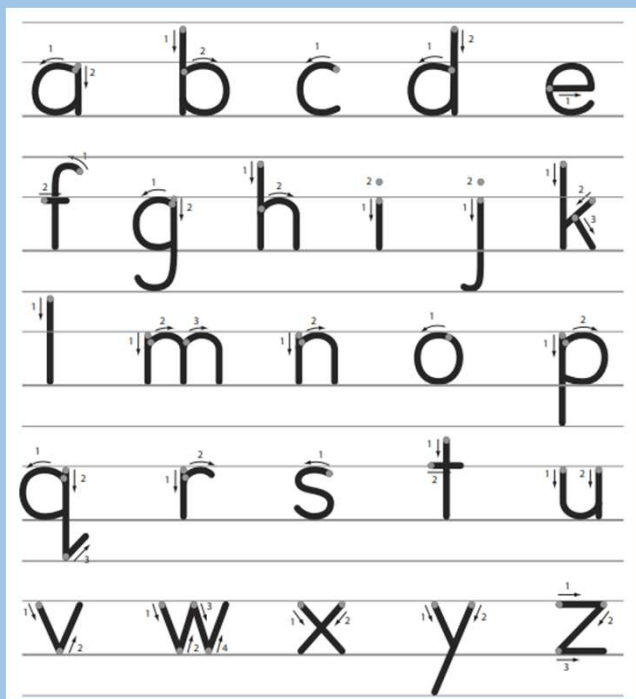
Mathematics

- 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

Username:

wk0264

Password:

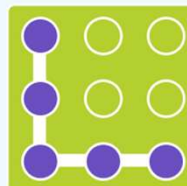
home

Tablet log-in

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

- This year we have a few tweaks to our 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

CONSISTENT BEHAVIOUR STRATEGIES

Ready Respectful Safe Parent and Child agreement referred to.

Behaviour	What this looks like	Our response
Excellent behaviour	- Helping other pupils - Caring for the environment without being asked. - Going above and beyond in learning - Hyper-engaged.	- Positive notes home. - Phone calls home. - Class rewards.
Good Behaviour	Generally following the school/ class rules.	
Low level behaviour stage 1	Off task/low level behaviour such as: - Chatting instead of working/listening - Drawing instead of listening - Getting out of the chair without permission - Not sharing resources. - Misusing resources e.g drawing with wb pens - Shouting out - Distracting others	- Non verbal reminder (e.g hand signal or head shake) - Verbal reminder
Low level behaviour stage 2 (less acceptable)	Continued stage 1 behaviours Or - Throwing rubber/equipment/ items across the classroom - Actively disrupting the class e.g elbows, rough movement	- Warning stage + verbal reminder - Adult help to resolve issues - Move to another space in the class if appropriate - Redirection - Informed of the consequences of the next stage
Low level to mid level stage 3	Continued stage 2 behaviours - Answering back - Being rude - Ignoring adult	- Five minutes time-out in another classroom to reset - Positive re-start expected on return to class Parents informed on Arbor
Mid level behaviour stage 4.	Continued stage 3 behaviours Or - Defiance - Unkind hands or feet - Actively being unkind to upset others - Inappropriate language	15 minutes time-out in another classroom - Restorative conversation on return - Miss next break to complete a Reflection Sheet and any missed work Parents informed on Arbor
Challenging Behaviour stage 5	Continued stage 4 behaviours <i>(during the same day or repeated incidents in one week)</i>	- Spend the rest of the session (until the next session) in another class if this is on the same day. - Miss next break to complete reflection sheet and missed work

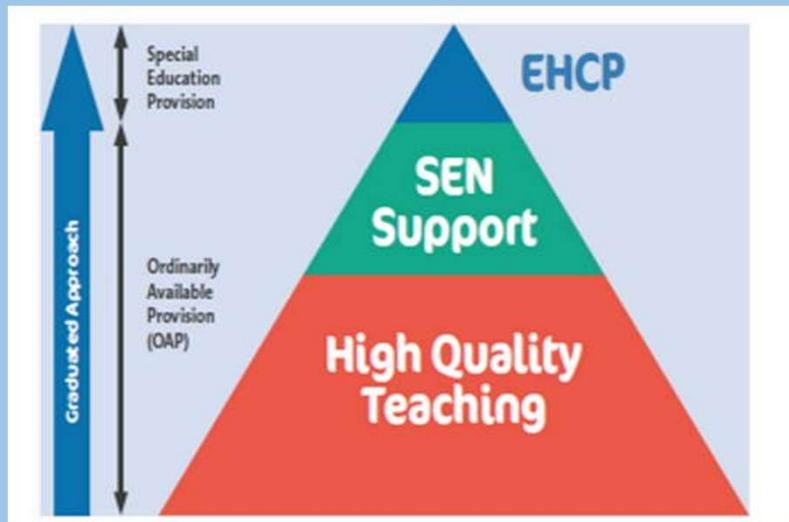
	Or More challenging behaviour that is antisocial and causing considerable impact on others	- ABC behaviour incident log started (look for patterns and speak to SENDCO about adjustments if necessary) add to Provision Map Parents informed on Arbor
Challenging Behaviour stage 6	Continued stage 5 behaviours <i>(during the same day or two incidents in one week)</i> Or Challenging behaviour that is antisocial and causing considerable impact on the learning of others such as: - Storming out of class, slamming doors etc - Running away from adults - Bullying - Disrespecting the school environment intentionally in anger e.g. throwing books from bookshelves	- DSL, SENDCO, Deputy Principal, or Principal support if required - Pupil stays out of their class for the remainder of the morning or afternoon. Parent informed on Arbor Parent meeting organised - Report card started for 2 weeks - also continue to use the behaviour policy. Add to Provision Map - ABC behaviour incident log started if not already (look for patterns and speak to SENDCO / DSL about adjustments if necessary) - Principal, Deputy Principal, SENDCO or Safeguarding Lead to observe in class. - Possible removal of school privileges (trips / tournaments / activities / residential) whilst on report card - Two week review - report card may continue if improvements are seen.
Challenging Behaviour stage 7 Dangerous behaviour	Or - Not responding to SLT at stage 6 e.g. running away/ignoring/ refusing to move/ non-cooperation - Continued challenging behaviour following the 'report and monitoring' period or no improvement. - Physically assaulting and hurting adults or children - Dangerous behaviour - Unacceptable behaviour	- Fixed term suspension - Setting suitability discussed - Off Site Direction/ AP

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.

SEN – IEPs and Provisions

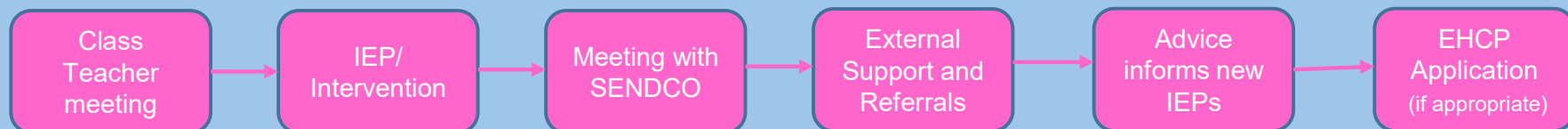
What to do if you have concerns about your child or they are struggling in school.



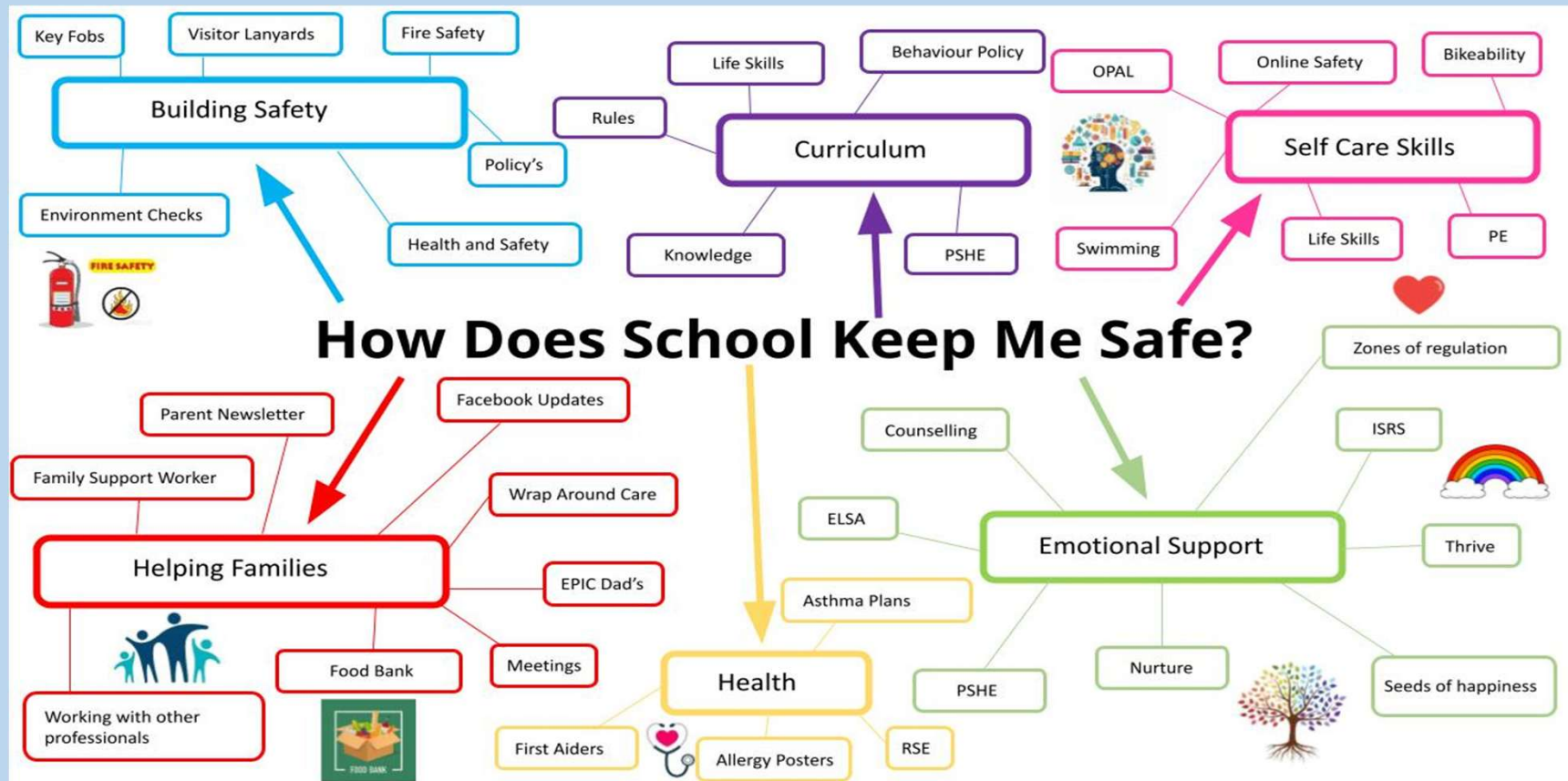
Support always begins with the class teacher. Discuss your concerns and they will work with you to put some **ordinarily available provisions** in place. This may be short term interventions or it may be longer term **SEN Support** which needs an **IEP**.

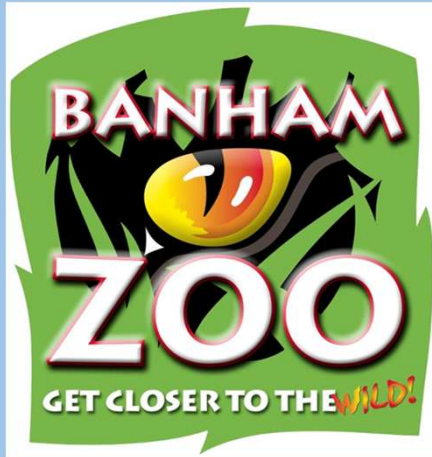
If this support is not effective, a meeting with the **SENDCO** can take place to discuss external support and referrals. This may then result in an EHCP application.

The Graduated Response **must** happen before an EHCP will be considered.



Safeguarding





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.
 - 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