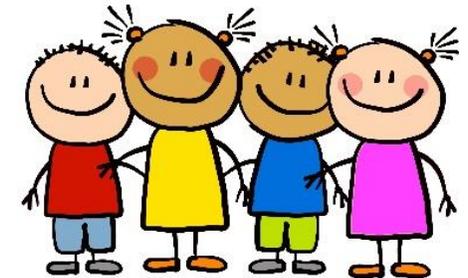


Welcome to
Year 1

HUNSLEY
PRIMARY
inspire · aspire

Year 1



Hi I'm Miss
Ashbridge...



Routines

Lots of things about our daily routine in September will depend on guidance from the government for schools and the lifting (or not) of Covid restrictions. This will be communicated to parents as soon as we have this.

Upon arrival in the morning;

- Children put book bags into one of three boxes (red/yellow/orange) as soon as they come into the classroom. PE kits go on their peg at the back of the classroom. They will also keep their coat on this peg. Water bottles will go in the designated trays.
- Children sit on the carpet ready for register and dinner register.
- Children wash their hands then complete morning tasks. These will help practise taught skills for example phonics or maths fluency.
- Each child will have a tray to keep their school things in. They can keep their jumpers/cardigans in these too when they take them off.
- No change of shoes needed.
- Children given yellow folders to keep reading book, journal and reading record in.

At the end of the day;

- Children are responsible for gathering all their belongings without support. PE kits will be brought on a Monday and stay in school until Friday.

Please continue to write notes in planners, but let us know in the morning as we don't routinely look every day.

Learning in Year 1

- Structured teacher inputs
- Independent learning, paired learning or group learning
- Hands-on learning, investigation
- Outdoor 'classroom'
- No seating plan/groups change
- Staffing – personalised learning – intervention, support and stretch as children need it.
- Independent challenge areas – changes through the year
- Celebration of achievement and learning (stickers, team points, certificates)

Characteristics of Effective Learning

Hunsley Primary Characteristics of Learning statements build upon the crucial Characteristics of Effective Learning which underpin the statutory Foundation Stage Curriculum.

There are 10 statements across the Characteristics, organised under four overarching headings – the main areas we wish our pupils to develop:

- Behaviour for Learning
- Working Positively Together
- Independent Learning and Enquiry
- Organisation and Communication

The four 'grades' of assessment remain the same across the Key Stages:

- 1 – I am confident in this area, above age-related expectation
- 2 – I am developing these areas well
- 3 – I need help to meet these areas sometimes
- 4 – I am receiving regular support to meet these areas

Behaviour for Learning	Being willing to have a go <ul style="list-style-type: none"> • Initiating activities • Seeking challenge • Showing a 'can do' attitude • Taking a risk, engaging in new experiences, and learning by trial and error
	Keeping on trying <ul style="list-style-type: none"> • Persisting with activity when challenges occur • Showing a belief that more effort or a different approach will pay off • Bouncing back after difficulties • Engaging in open-ended activity
	Being involved and concentrating <ul style="list-style-type: none"> • Maintaining focus on their activity for a period of time • Showing high levels of energy, fascination • Not easily distracted • Paying attention to details
Working Positively Together	Finding out and exploring together <ul style="list-style-type: none"> • Working in partnership to ensure positive co-operation • Showing curiosity about objects, events and people • Showing particular interests and interest in The Team achievements • Acting out experiences with other people • Taking on a role
	Making a positive contribution <ul style="list-style-type: none"> • Being a full member of The Team • Being responsible for own choices and actions and helping others to do the same • Respecting others' ideas, beliefs and contributions • Respecting and participating in the democratic process • Showing an understanding of right from wrong
Independent Learning and Enquiry	Having confidence in their own ideas <ul style="list-style-type: none"> • Thinking of own ideas • Finding ways to solve problems • Finding new ways to do things • Having self-knowledge, self-esteem and self-confidence
	Choosing own ways to do things <ul style="list-style-type: none"> • Planning, making decisions about how to approach a task, solve a problem and reach a goal • Checking how well their activities are going • Changing strategy as needed • Reviewing how well the approach worked
Organisation and Communication	Taking pride in learning <ul style="list-style-type: none"> • Showing satisfaction in meeting their own goals • Completing activities to their best standard • Being proud of how they accomplished something - not just the end result • Enjoying meeting challenges for their own sake rather than external rewards or praise
	Being able to organise their own learning <ul style="list-style-type: none"> • Making links and noticing patterns in their experience • Making predictions • Testing their ideas • Developing ideas of grouping, sequences, cause and effect
	Using the 'language of learning' <ul style="list-style-type: none"> • Discussing and describing (Working Scientifically) • Reflecting, questioning and reasoning (WS) • Capturing and recording (WS) • Practising and applying in different contexts (WS) • Going deeper and taking next steps (WS)

National Curriculum

- From Year 1 we follow the National Curriculum 2014. <http://www.primarycurriculum.me.uk/year1> We teach a knowledge based curriculum (facts and skills). As a free school we have the capability to adapt and add to this. Our Curriculum plans have just been updated, with lots of exciting new learning planned for next year.
- English (reading and writing), maths and science are core subjects. English and maths are taught daily. Science is taught one afternoon per week. Phonics is taught daily. Handwriting is taught 4 times a week.

The remaining subjects are known as foundation subjects.

- History, Geography, RS, Art and DT are taught each half term and timings vary depending on the learning.
- Music is taught weekly through the Charanga programme.
- PE is twice weekly for an hour each time.
- PSHE is included in House Development days, through weekly assemblies and through our Talk Time lessons.
- Computing skills are also taught weekly through the Purple Mash programme.
- We also learn a little bit of French each week as an introduction to the subject.

Phonics in Year 1

- Daily phonics lesson, building on from Reception.
- Graphemes for each phoneme linked and taught together.
- Reading books (Bug Club) link to the phonics being taught to enable children to practise the graphemes being taught.
- Pure sounds vitally important.
- Phonics screening check is planned for June 2022.
- Ongoing assessment online which assesses reading and spelling of phonemes, high frequency words and Y1 common exception words.

Reading in Year 1

- Independent reading daily – time to enjoy books and reading
- Guided/shared reading sessions to teach reading skills (such as inference, prediction, sequencing)
- One-to-one reading
- Online resources and challenges to engage in reading at home via Active Learn Bug Club.
- Target: read own or school reading books (or online Bug Club books) independently three times per week and sign off in reading record.
- Reading books are changed weekly if read.
- Reading comprehension assessments are used to assess learning and are added to teacher assessment to summarise progress and ascertain next steps in addition to all the above.

Maths in Year 1

- We follow the White Rose Maths programme of learning.
- Always based on next steps for each child.
- Concrete, pictorial, abstract learning.
- Mastery curriculum.
- White Rose maths assessments are used at the end of a block and a term, which is added to ongoing teacher assessment to give summary of progress and ascertain next steps.

Writing and spelling in Year 1

- Writing builds on next steps
- Lots of opportunities to write
- Reading linked to writing
- Punctuation, grammar and spelling patterns (suffixes) taught
- Talk for writing techniques used to support writing
- Lots of different genres and text types explored
- Application of phonics for spelling is key, particularly considering alternative graphemes for spelling
- No spelling test. Spellings linked to ones children need to practise or words which will support them in their wider curriculum learning
- Letter formation increasingly important in Year 1. Children must use correct pencil grip if possible.
- Independent writing completed and assessed regularly.

Science and the wider curriculum in Year 1

- Applying skills and learning across the curriculum
- Lots of discussion and sharing of ideas through paired talk, small groups, whole class sessions
- Practical and hands on
- We facilitate children learning for themselves

Home Learning

- **One** activity set weekly on Friday
- Always consolidation and will contain staggered challenge
- Alternates between English and maths.
- Will remain on Google Classroom
- Feedback will be given to the children when homework is reviewed.
- Reading at home as much as possible
- Practising number bonds, counting in 2/5/10 and addition and subtraction as much as possible
- Practise the spelling of Common Exception Words as much as possible



Any questions?