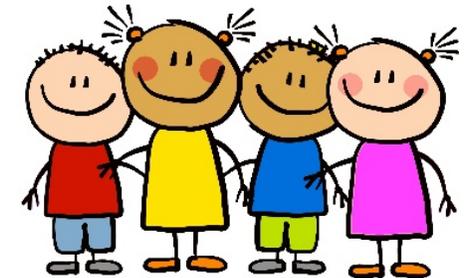


Welcome
to Year 1

HUNSLEY
PRIMARY
inspire · aspire

Year 1



Hi I'm Miss
Ashbridge...



Routines

Upon arrival in the morning;

- Parents and children line up on the playground. Staff will wave once the door is open and then you can come up and drop off at the Year 1 door. Please chat with us and pass on any messages or ask any questions.
- 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. (This is the same as reception)
- Children then complete their morning job, which is the same as they did in reception.
- Dinner register is taken each morning, children choose from either a hot dinner, cold option, sandwich or packed lunch.
- 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.
- Children given yellow folders to keep reading book, journal and reading record in.
- Children still get a piece of fruit for snack in the morning.

At the end of the day;

- Children are responsible for gathering all their belongings. PE kits will be brought on a Monday and stay in school until Friday.
- Children leave through the Year 1 door. Opportunity to pass any messages on or ask any questions.

Please continue to write notes in planners if needed or please speak to us on the door. Planners are signed by both school staff and parents, once a week.

Learning in Year 1

- Children will learn through a combination of challenge time (previously known as choosing time in provision) and structured adult inputs.
- Independent learning, paired learning or group learning.
- Hands-on learning, investigation.
- Tapestry is not used in Year 1, however children have a maths, writing and phonics book to record some of their learning. We will also be using floor books to capture our investigations and practical learning. There will be opportunities for you to see these throughout the year.
- No seating plan/groups change but they will have a carpet space similar to reception.
- Staffing - teacher and a TA, personalised learning - intervention, support and stretch as children need it.
- Celebration of achievement and learning (reward charts, stickers, team points, certificates, super smart sitter of the day).
- As per the school's behaviour policy, we use the sunshine, rainbow and shooting star for positive behaviour and the cloud and raincloud when the school rules are not being followed.

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 <ul style="list-style-type: none"> • 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 is taught 3/4 times a week and maths is taught 4 times a week. 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.
- PSHE is included in House Development days, through weekly assemblies and through our Jigsaw lessons.
- Computing skills are also taught weekly.
- We also learn a little bit of French each week as an introduction to the subject.

Phonics in Year 1

- Daily phonics lesson taught through Bug Club phonics, 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 2024.
- Ongoing assessments done by the teacher, which assesses reading and spelling of phonemes, high frequency/irregular words and Y1 common exception words.

Reading in Year 1

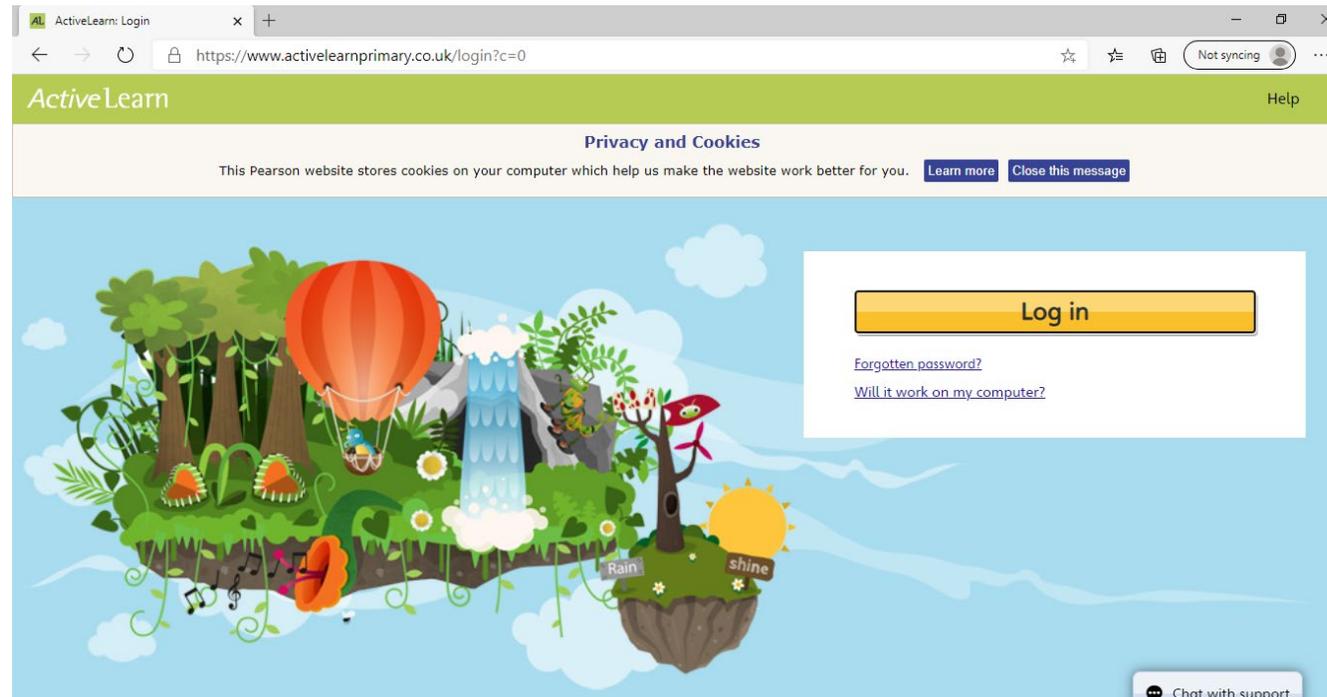
- Independent reading for pleasure - opportunities given daily for children to enjoy exploring a range of books and practising their reading.
- Guided/shared reading sessions to teach reading skills (such as inference, prediction, sequencing).
- One-to-one reading with an adult.
- Online resources and challenges to engage in reading at home via Active Learn Bug Club.
- 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 assess next steps.
- Children end the day with a story being read to them.
- If possible, we encourage you to read own or school reading books (or online Bug Club books) independently, a little bit each day and sign off in the reading record so we can see what has been read. Additionally, complete Mrs Hudson reading challenge in reading journals.

Bug Club Online



Bug Club

Log in details can be found at the back of your child's planner.



- How to log in to Bug Club
- How to get to the reading corner
- How to find the parent guidance



Bug Club



Bug Club



Bug Club



Bug Club



Bug Club

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 term, which is added to ongoing teacher assessment to give summary of progress and to assess 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 the 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.
- Year 1 common exception words explicitly taught and practised.

Year 1 and 2 Common Exception Words

Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

Year 2

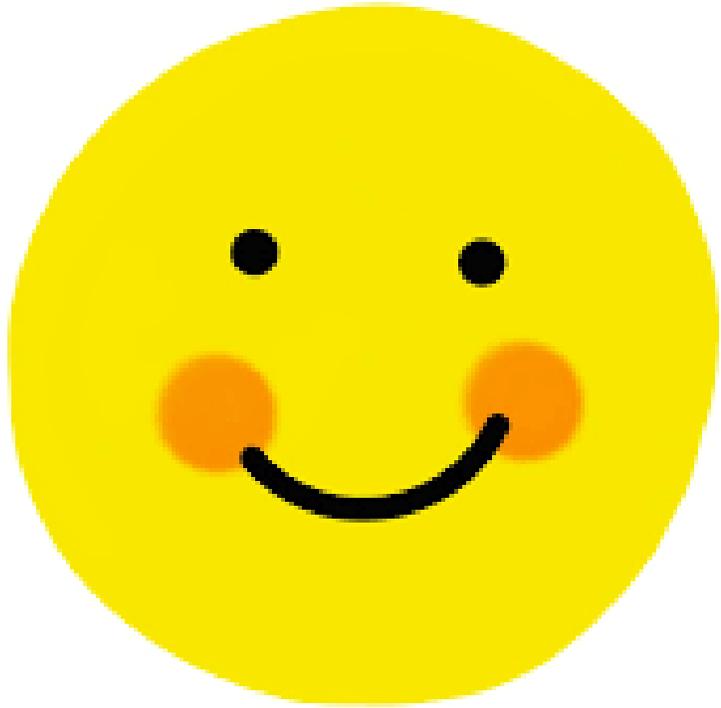
door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	

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 Google Classroom, every Friday.
- Always consolidation of previous taught concepts or skills. Will contain staggered challenge.
- Alternates between English and maths.
- Feedback will be given to the children in school 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.



*Thank you for
listening.*

Any questions?