



Who is in our Year 1 Team?



Mrs Perrin
Class Teacher
Yew Class



Ms Fincham
TA



Mrs White
Class Teacher
Birch Class



Ms Sidhu
Phase Leader



Learn Believe Achieve Together

Golden Rules – Make the Right Choice

1) Be Safe

- Walk inside
- Follow instructions
- Play kindly
- Use school equipment correctly
- Being safe online
- Stranger Danger
- Be aware of your surroundings

2) Be Respectful

- Listen & follow instructions
- Be punctual
- Good Looking, Good Sitting
- Have the correct school uniform
- Other people's personal space
- Of other people's beliefs and differences

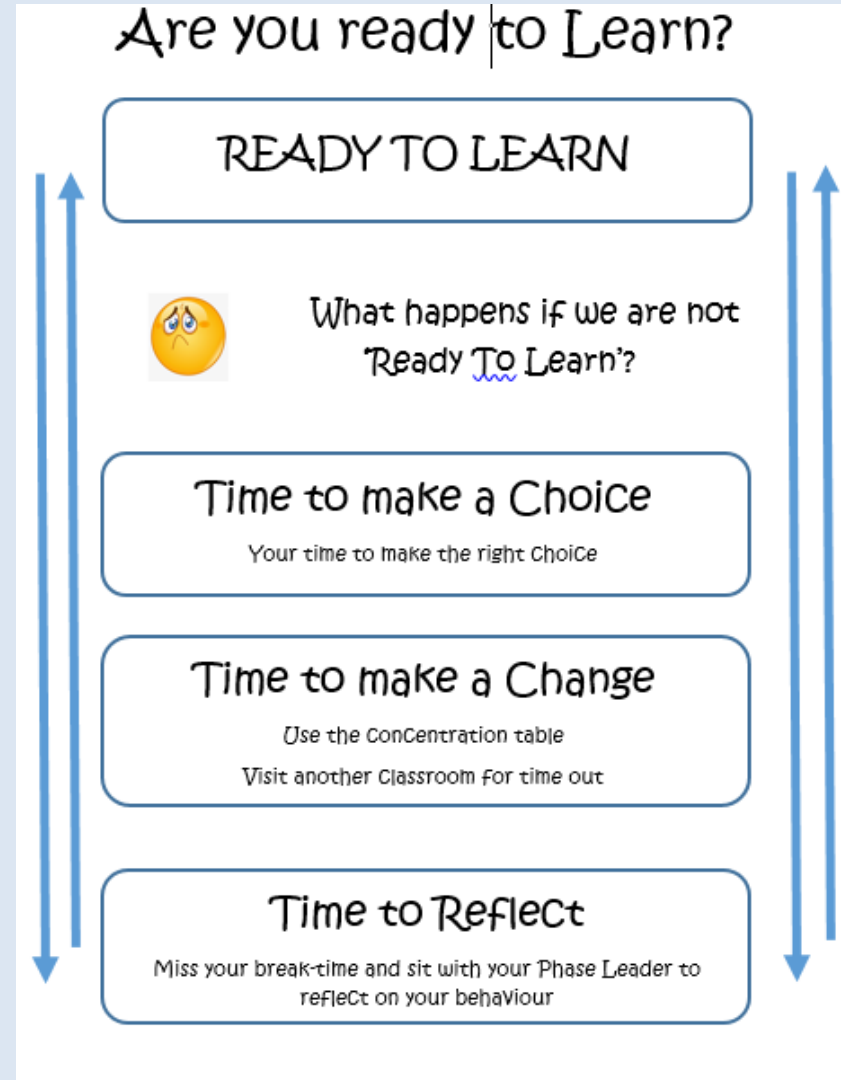
3) Be Ready to Learn

- Listen to instructions
- Following school rules
- Being polite
- Calm
- Looking after property (classroom, school)
- Capitalising
- Encourage and accept mistakes

4) Be Honest

- Tell the truth
- Take responsibility
- Accepting consequences
- Asking for help

Behaviour system (Triple Thank You)





Class timetable

Autumn 1 Week X Weekly Timetable What Makes Me Special?

	8:30-8:50	9:00-9:45	9:45-10:30	10:30-10:45 BREAK	10:45-11:00 Snack	11:00-11:50	12:00-1:00 LUNCH	1:00-1:30 Fluency in Five Handwriting	1:30-2:45	2:40	2:50-3:15 Story time
MON xx.xx	Morning Starter Registration Lunch order	Phonics	English	BREAK	Snack	Maths	LUNCH	Fluency in Five Handwriting	Topic Input	CP Carousel	
TUES xx.xx	Morning Starter Registration Lunch order	Phonics	English	BREAK	Snack	Maths	LUNCH	NCETM Fluency Handwriting	Topic Input	CP Carousel	
WED xx.xx	Morning Starter Registration Lunch order	Phonics	English	BREAK	Snack	Maths	LUNCH	Fluency in Five Handwriting	PE	CP Carousel	
THUR Xx.xx PPA	Morning Starter Registration Lunch order	Phonics	English	BREAK	Snack	Maths	LUNCH	NCETM Handwriting	Topic Input	CP Carousel	Singing Assembly
FRI xx.xx	Morning Starter Registration Lunch order	Phonics	English	BREAK	Snack	Math	LUNCH	Fluency in Five Handwriting	Art/DT		KS 1 Celebration Assembly



Key things to remember for Year 1

- Book bags
- No pencil cases
- Water bottles
- PE days – Mondays and Wednesdays – come dressed in kit.
- Label *everything* (shirts, trousers, jumpers, cardigans, hoodies, books backs, water bottles, lunch bags)
- No toys



Uniform

The **school uniform** consists of:

- Birch Hill Logo - Royal blue jumper or cardigan,
- White shirt or blouse,
- Grey trousers or skirt,
- Blue and white dress (summer term only)
- Black shoes - these must be sturdy (no trainers, boots, or ankle boots)

Games and PE kit is also required, consisting of:

- Royal blue shorts,
- Birch Hill Logo - Blue or White T-shirt,
- White socks,
- Black tracksuit (when outside) or black jumper & tracksuit bottoms (**plain and unbranded**)
- Plimsolls or black trainers

Others:

- Alice bands need to be small and plain.
- No jewellery is to be worn in school.
- Hairstyles. Haircuts are a reasonable length and the latest 'step' or train tracks fashion for boys, braided hair decorated with beads, and extreme hairstyles of any kind are not acceptable in school.
- Only natural hair colours are permitted.



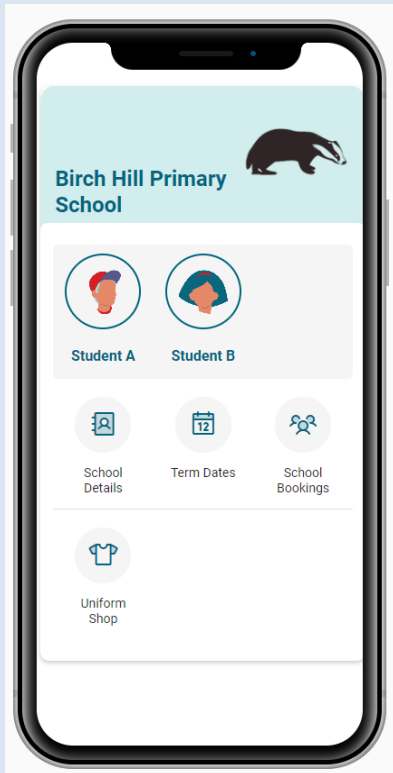
Topics and Trips/Enrichment Activities

Term	Topic	Trip/Enrichment	Cost
Autumn 1	What makes me special?		
Autumn 2	How are the toys we play with made?		
Spring 1	What plants live in our local gardens?	Walking trip to South Hill Park	Free
Spring 2	Where shall we go?		
Summer 1	Why do we have castles?	Windsor Castle	
Summer 2	How did families have fun in the past?		

Personal, Social, Health Education (PSHE) including Sex & Relationships (SRE)

whole school overview

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition



INTRODUCING HERO TO FAMILIES

The following message is a suggested introduction to Hero for parents and guardians. It explains your school's intention for online, real-time communication and reporting.

DEAR PARENTS AND GUARDIANS...

We are delighted to launch our new communication and reporting system, Hero: an online sharing platform with a complementary smart app.

Hero allows schools to customise an online environment that enables teachers, students, and families to view and share content anytime, anywhere on any device. The software is secure, easy to use and brings together all school-related information in one place.

With Hero, you have the ability to:

- Read and comment on posts relating to your child's learning.
- View information on your child's progress & goals.
- Read and comment on school notices sent to the class or groups your child is part of.
- Respond to school notices such as surveys and trip permission requests.
- View school term dates and calendar.
- Notify the school if your child is absent or late.
- Navigate to other school-related webpages.
- Customise your account by adding a profile image.
- Select how you wish to receive notifications.

Learning posts combined with syllabus information and goal-setting will form an online report that is designed to build year-on-year. Over time, you will have access to written posts, images, video, work samples, and helpful resources all in one place.

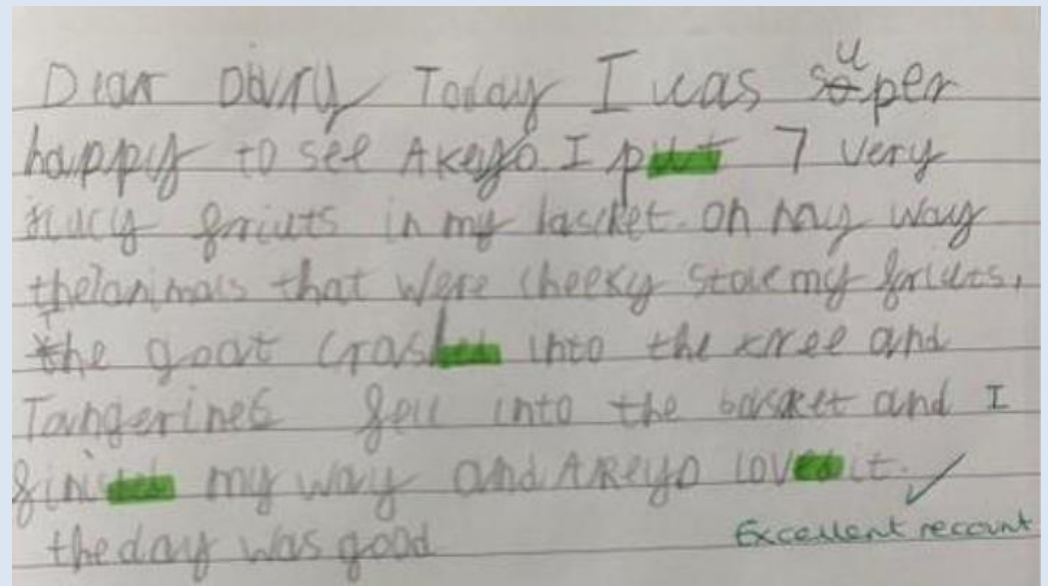
Over the coming year, staff and students will be posting rich content to our Hero software. We are looking forward to sharing this with you, including you in your child's learning journey.

Oracy

- Cold Calling
- Nest, Pair, Share
- Say It Better

Writing

Expected learner in Year 1



Things we look for in an expected piece of writing

- handwriting.
- adjectives – describing words
- punctuation – full stops and capital letters,
- coordinating conjunctions – and, but
- included the key features of the genre covered
- phonetical spelling
- correct spelling of 'helpful words' - e.g, the, was, said, people, looked

Cursive script

A B C D E
F G H I J K
L M N O P
Q R S T U
V W X Y Z

a b c d e
f g h i j k
l m n o p
q r s t u
v w x y z

Letter formation

Pitter-patter

Curly caterpillar letters

Up, around and stop,
Back, around and down.

a c d f g o s q



Ladder letters

Up the ladder,
Down the ladder.

i j l t u y



One armed robots

Up the robot,
Down the robot,
Up the robot again.

b h k m n p r



Zigzag monster letters

Up, diagonally down

v w x

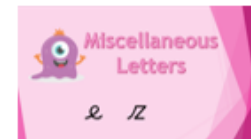


Miscellaneous letters

e - Diagonally up,
loop the loop,
and out again.

z - Up,
and horizontally across

e z





Phonics at Birch Hill

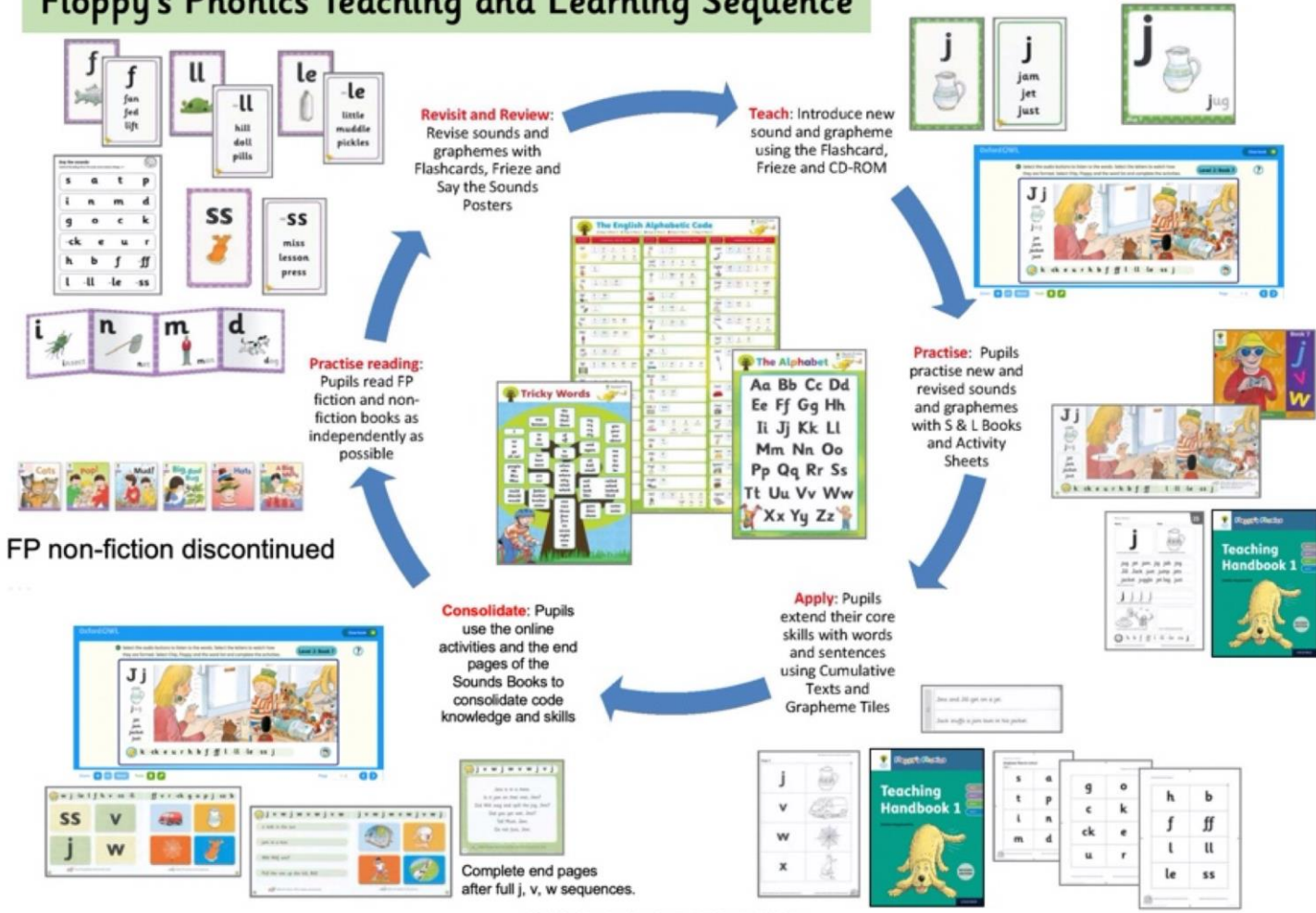
Our school uses the **Oxford Reading Tree** **Floppy's Phonics programme**

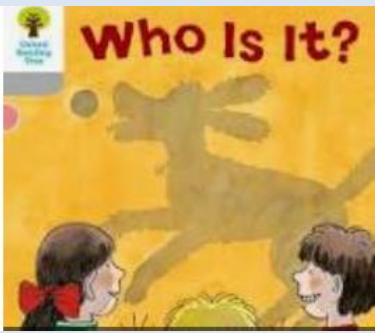
**By Oxford University Press
and Debbie Hepplewhite**



Phonics at Birch Hill

Floppy's Phonics Teaching and Learning Sequence





Reading

Word reading

- involves segmenting and blending of letters.
- on sight reading of 'helpful' words.

Fluency

- Reading a text accurately, at a good pace, and with appropriate expression (prosody).

Comprehension

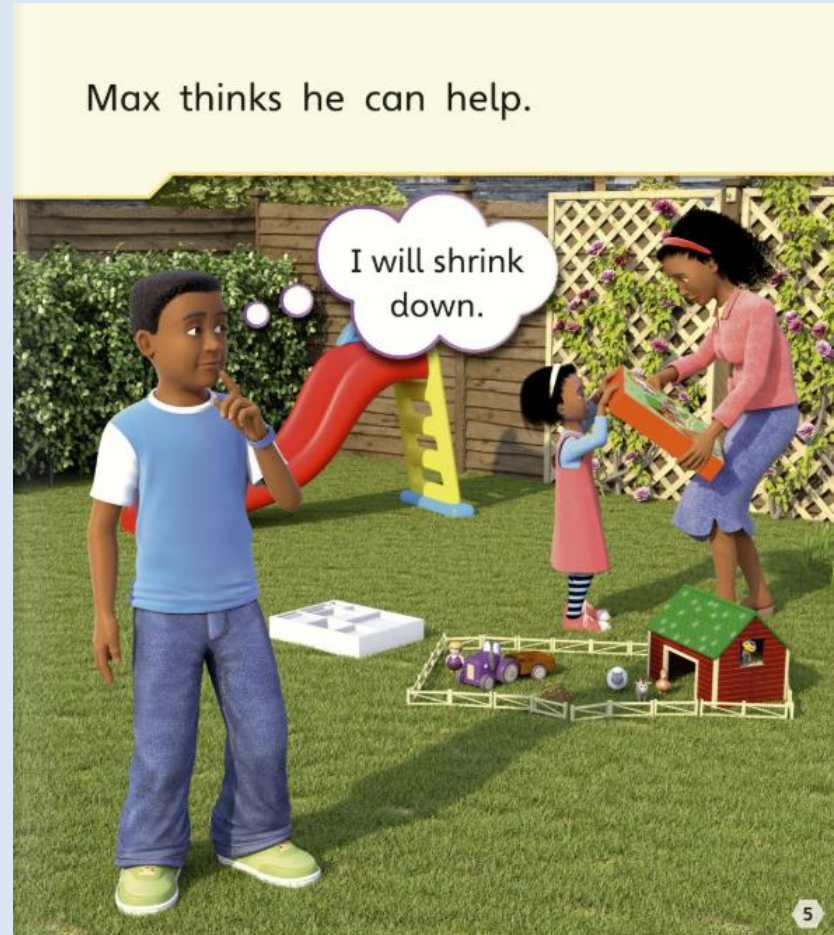
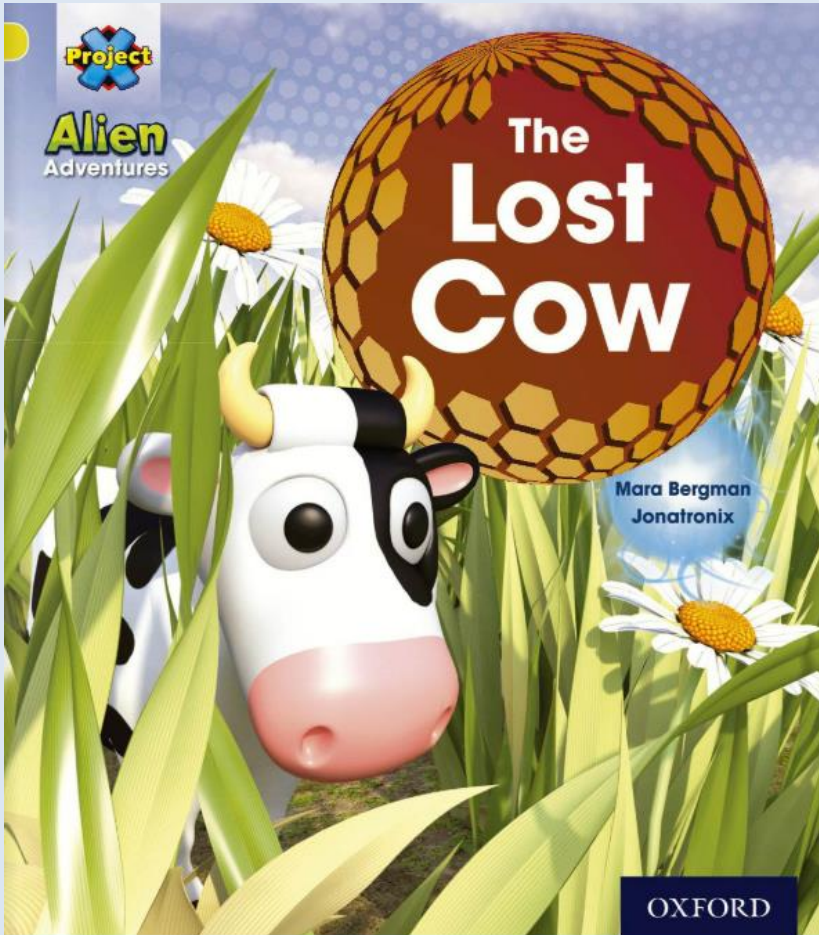
- Understanding the text's meaning.

Reading

- Your child is responsible for changing their reading book once they have read it.
- Children will be heard by an adult once a week
 - From their reading book
 - During phonics lessons
 - Guided reading
 - One to one from their reading book.
- Your child should be reading at home at least 5 times a week.
- Please sign their records when you have heard them read.
- Reading books must be brought to school every day.

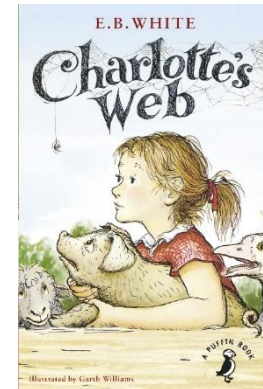
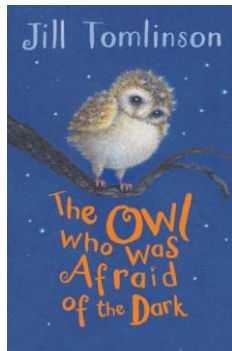


Examples of Reading in Year 1





Teacher





Examples of Reading in Year 1

Oxford Levels and Book Bands

Year group	Age	Oxford Level	Book Band
Nursery	Up to 4 years old	1	Lilac
		1+	Pink
Reception / Primary 1	4-5 years old	1	Lilac
		1+	Pink
		2	Red
		3	Yellow
		4	Light blue
Year 1 / Primary 2	5-6 years old	5	Green
		6	Orange
		7	Turquoise
Year 2 / Primary 3	6-7 years old	8	Purple
		9	Gold
		10	White
		11	Lime
		12	Lime +

Maths

Place Value - within 10, within 20, within 100

Addition and Subtraction - within 10, within 20

Multiplication and Division - making arrays and sharing

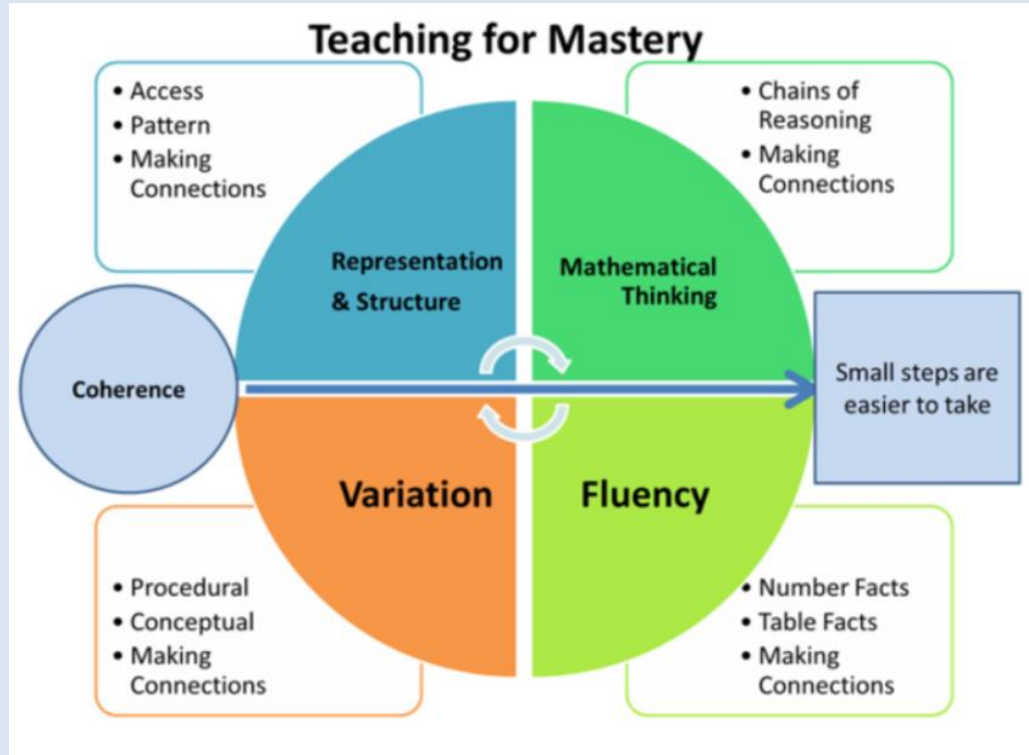
Measurement – length and height, mass and volume, money, time

Fractions – halves and quarters

Geometry – position and direction

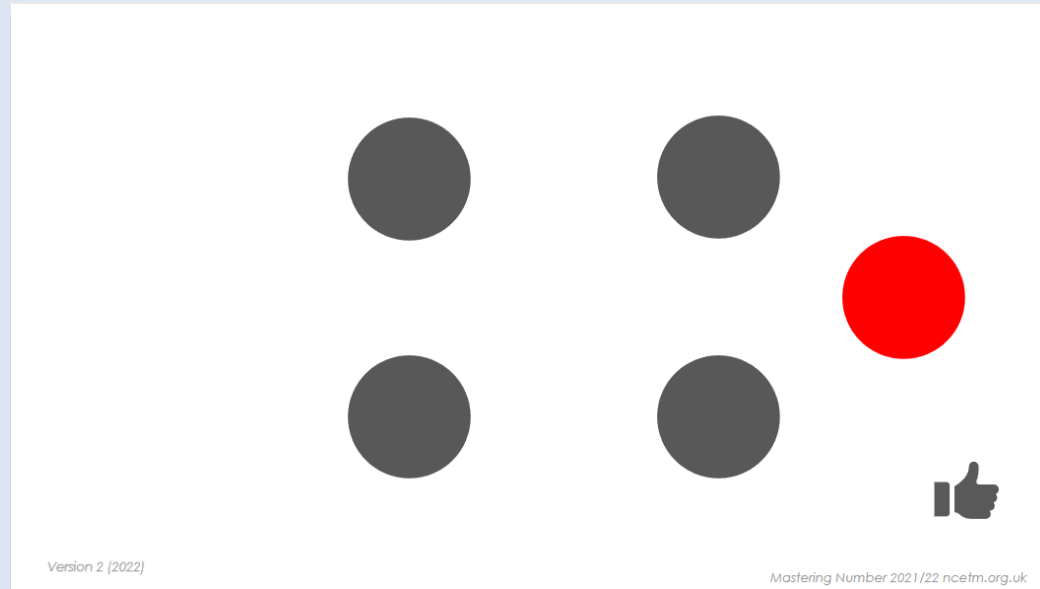


Mastery Maths







Maths fluency



Home Learning

Birch Hill Primary Home Learning Train Year 1 – Autumn 1 What makes me special?

	<p align="center"><u>Art</u></p> <p>Create a portrait. Draw, paint, or artistically photograph yourself with a valued family member from an older generation.</p>	<p align="center"><u>English</u></p> <p>Draw a picture of where you live and write a sentence to say who you live with.</p>	<p align="center"><u>History</u></p> <p>Create an informational poster about how technology has changed in the last 50 years.</p>	<p align="center"><u>Maths</u></p> <p>Challenge your child to a game of counting on Top Marks: http://www.topmarks.co.uk/learning-to-count/teddy-numbers</p>
<h1 align="center"><u>Homework Train Track</u></h1>				<p align="center"><u>PE</u></p> <p>How many times can you toss and catch a soft rubber ball? Can you beat your personal best?</p>
				

Choose an activity from the train track to complete. Complete as many as you like. This is entirely optional, but we do find the children enjoy sharing what they have created. We look forward to seeing your work. Send it in at any time so we can share and celebrate it ☺



- Opportunity to plant, watch and taste produce grown.
- Integrated into science curriculum or linked to stories

Watch out for opportunities to come and work with your child(ren) in this fantastic resource

If you are particularly green-fingered and willing to offer your expertise, please **contact Mrs Pratt.**



Safety

E-Safety

- Gaming – age appropriate
- YouTube Channel
- WhatsApp
- Cyberbullying (exclusion of children)
- TikTok/Snapchat
- <https://www.youtube.com/watch?v=sz4EyUMUTro>
ESAFETY VIDEO

Talking to your child about online safety

Advice on how to start the conversation and get support if you're worried.



Child Exploitation and Online Protection command



Please do not bring in any smart watches



A few final reminders ...

- **Parent Mail login / contact (including junk)**
- **Emergency Contact form-**
 - it's vital that we have two contacts
 - Make sure you are getting emails (and not going into junk!)
- **Uniform: available from Mr Wagstaff
mikewagstaff56@gmail.com or from the school office**
- **Nut free, chocolate free school, healthy snacks (water only)**
- **Talk to us!**



Thank you!

Questions?