Greenwood Primary and Nursery School

Year 1

A Guide to Working Together for our Children

This booklet is a brief overview of the key objectives that are taught in year 1 and hints and tips on how to help your child at home.

Reading

What do we do at school?

Reading is the key for your child to access the entirety of the curriculum. In school, reading is a huge priority throughout all of our topics.

We aim to give all children the opportunity to individually read with an adult each week and each child will take part in a guided reading session

Focus Objectives

- Develop a pleasure in reading and a motivation to read
- Link what they have read to their own experiences
- Become very familiar with key stories, fairy stories and traditional tales
- Retell stories and consider their particular characteristics
- Recognise and join in with predictable phrases
- Appreciate rhymes and poems
- Discussing the sequence of events in books
- Discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- Being introduced to a range of texts: poetry, fiction, non-fiction and instructional text
- Making inferences (a conclusion based on what the child already knows) on the basis of what is being said and done
- Predicting what might happen on the basis of what has been read so far
- Participate in discussion about what is read to them, taking turns and listening to what others say
- Explain clearly their understanding of what is read to them

How can you help your child at home?

Read! Read! Read!

Reading with your child frequently is the best thing you can do. This will ensure that your child is practising the reading skills that they are

developing at school.

Comprehension (understanding what is being read)

Asking your child questions about their book is important. It clarifies whether or not they understand what they are reading and if they are reading for meaning and

Writing, Spelling, Grammar and Punctuation

What do we do at school?

Within writing, we cover a variety of elements in Year 1. Children are assessed on their spelling, grammar, punctuation and composition (how they build their ideas to form sentences that make up their writing).

Focus Objectives

- Spell words containing each of the 40+ phonemes already taught
- Spell common exception words and the days of the week
- Name the letters of the alphabet in order
- Use letter names to distinguish between alternative spellings of the same sound
- Use the spelling rule for adding -s or -es
- Use the prefix un
- Using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- Apply simple spelling rules and guidance
- Write from memory simple sentences dictated by the teacher that include words using the phonics codes and common exception words taught so far.

How can you help your child at home?

Encouraging Independent Writing

Make writing fun! Encourage your child to write their own Christmas and birthday cards to their friends, party invitations, shopping lists, changing the ending of one of their reading books etc.

Maths

What do we do at school?

Each week in Maths, we have a key focus across our year group. The areas that are

covered over the year are: **addition. subtraction, multiplication, division, money** and it's value, **geometry** (shape and position and direction) , **statistics** (collecting and interpreting data) , **measure** (Metres and Millimetres), **weight** (KG and Grams), **temperature** and **capacity** (Litres and millilitres), **number and place value** (sorting numbers into hundreds, tens and units) and **telling the time**.

Focus Objectives

Number: Number and Place Value

- Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
- Identify one more and one less of a given number
- Identify and represent numbers using objects and pictorial representations including the number line
- Use the language of: equal to, more than, less than (fewer), most, least
- Read and write numbers from 1 to 20 in numerals and words.

Number: Addition and Subtraction

- Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs
- Represent and use number bonds and related subtraction facts within 20
- Add and subtract one-digit and two-digit numbers to 20, including zero
- Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = – 9.

Number: Multiplication and Division

- Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

Number: Fractions

- Recognise, find and name a half as one of two equal parts of an object, shape or quantity
- Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

Measurement

- Compare, describe and solve practical problems for:

-Lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]

-Mass/weight [for example, heavy/light, heavier than, lighter than]

-Capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]

-Time [for example, quicker, slower, earlier, later]

- Measure and begin to record the following: lengths and heights, mass/weight, capacity and volume, time (hours, minutes, seconds)
- Recognise and know the value of different denominations of coins and notes
- Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]
- Recognise and use language relating to dates, including days of the week, weeks, months and years
- Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

Shape

- Recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles] and 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].

Position and Direction

- Describe position, direction and movement, including whole, half, quarter and three-quarter turns.

How can you help your child at home?

Maths is Fun!

Encourage your child to see maths as a part of everyday life: for example

adding up totals in the shop and counting objects on long journeys on the bus or in the car.

Help them complete their Maths Homework! (Please don't do it for them!)

Maths homework is set every other week with a key objective that supports their previous learning. It is also used by your child's teacher to determine whether or not your child needs extra support in the classroom.

Greenwood Primary & Nursery School

Positive Behaviour Policy

"Make Every Day Count"

We aim to make every day count for our children where they thrive and build the cultural-capital they need to make aspirational choices about their own future.

It is a primary aim that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring community whose values are built on mutual respect and trust for all. We aim to create an environment in which everyone feels happy, safe and secure.

Greenwood is committed to the emotional mental health and well-being of our children, staff and parents/carers. We wish to evidence this in all aspects of school life - in our ethos, environment and curriculum, supporting the social, emotional and mental health of the whole school community.

A simple set of school agreements ensures clarity for all. Everyone in the school community is expected to respect and follow these agreements. The children are reminded of the agreements frequently and they are displayed in every classroom and in shared areas around school.



<u>School Agreements</u>

Greenwood Stars:

St**a**y safe

T**a**ke care of each other

Always do our best

Respectful of ourselves and our environment

Our School Agreements are underpinned by our School Values and it is recognised that in following our school agreements, our school values will be promoted.

<u>School Values</u>

1. Kindness
2. Confidence
3. Respect
4. Responsibility
5. Creative Thinking
6. Aspiration
7. Perseverance
8. Pride
9. Resilience

Rewards

It is a firm belief at Greenwood that children are rewarded for positive behaviour. This positive recognition reinforces the positivity that we expect from all in school.

We praise our children in a variety of ways:

Verbal praise and smiles (must be sincere, targeted and proportionate) Whole class reward systems

Individual rewards Star of the Week assembly Golden Tickets Headteacher Awards

<u>Whole Class Reward</u>

These are bespoke to the class and decided with the children. They are designed so that the class know that they are being rewarded for working as a team by respecting our School Agreements and School Values. The children are working towards a whole class treat. each term that will last for about 1 hour.

If children do not follow the school agreement, the following steps are taken:

Greenwood Staff's Behaviour Steps Guide

Step	Action
1.	**A Reminder** A quiet, calm reminder of the School Agreement that is being compromised is given. This is followed this swiftly by a positive.
2.	**Reflection time in my classroom** Most appropriate adult quietly talks to the child about their behaviour.
3.	**Reflection time in another classroom** If the issue persists, child is taken by the most appropriate adult to the classroom of another teacher. *Parents must be informed by the class teacher that the child has had reflection time in another classroom due to behaviour.*
4.	**Collected by a senior staff member** If the issue persists a senior staff member will be called for. The senior staff member discusses: (a) the reason for the behaviour (b) the impact of the behaviour on others (c) how the child can move forward when they return to the classroom (repair)
5.	**Collected by the Head Teacher** The most appropriate adult requests for the HT to collect the child. The HT listens to the child's account and supports them to understand the points at which different action could have been taken and the effect on others. HT agrees the next step with the child depending on the situation.

A Restorative Approach **W.A.R.M.** Conversation
What happened? *Tell the story.*
Affect/explore the harm. *Who do you think was affected? In what ways?*
Repair. *How are we going to repair what has happened?*
Move forward. *How can we make sure this doesn't happen again?*
(Monitoring)
The last step has to be followed up not once, but often, to ensure that the repair has happened.

Pupil Voice

Discussion about repair. This in an option at any stage if you think appropriate, if at all.
How could we repair what has happened? What does the child think the consequence should be?
This has to be within FHAL policy.

If a child has been referred to a senior staff member more than twice in a ½ term, the class teacher will seek advice from the Behaviour Lead.

Actions could include:

~ daily/weekly messages to parents

~ peer buddy

~ social group intervention

~ pastoral/ELSA referral

~ behaviour plan – Appendix 5

The class teacher will call the child's parents to explain what has been agreed and why, outlining how they can support at home.

EVERY SCHOOL DAY

There are 175 NON-SCHOOL DAYS a year to spend on holidays, family time, visits, shopping, dentist appointments, etc.

190 School Days in each year 190 Days for education	180 Days attended =95% (10 days absent)	171 Days attended =90% (19 days absent)	161 Days attended =85% 29 days absent/Half a term missed	152 Days attended = 80% 38 days absent	143 Days absent = 75% 47 days absent
100%	95%	90%	85%	80%	75%

GOOD	WORRYING	SERIOUS CONCERN
Best chance of success. Children find it easier to make progress	Less chance of success. Makes it harder to make progress.	Not fair on your child. Court action likely

Please don't let your child miss out on the education they deserve.

Please make every school day count.

Following Government policy, we cannot authorize term-time holidays. Please do not take term-time holidays or you will receive a penalty notice payable to the local authority. When children are absent it not only affects their academic attainment but also friendships and confidence. The pace of the curriculum is so fast, children find it hard to catch up and fill gaps in their knowledge. Please help your child be successful.

Attendance

Improving Attendance and Punctuality at Greenwood

At Greenwood Primary School we aim to develop good habits for attendance and punctuality that will support the children as they move through school and onto the world of work.

Every week we have an attendance challenge. Any classes with over 98% attendance is rewarded with a non-uniform day the following week.

Attendance and punctuality at school is monitored by our Family Support Officer Mrs Moorhouse and by Mrs Gilbody (deputy head teacher). Where patterns of poor attendance or lateness are noticed, letters are sent to parents/carers to remind them of their responsibility and the effect poor attendance and persistent lateness has on their child's progress. Where this continues, parents are invited into school for an attendance panel to discuss how improvement can be made.

Please inform school by 9am if your child is going to be absent. Holidays in term time will NOT be authorised for any reason. Parents who take holidays in term time will be issued with a penalty notice by NCC enforcement team if their child is over 5.

Bullying

The school takes bullying seriously and the school has a behaviour policy which is published on the school's website. To help us discuss bullying we use - STOP



Several
Times
On
Purpose

As a school we recognise that bullying is

Start
Telling
Other
People

If a child is being bullied we encourage them to

We recognize that families at home may have experienced various degrees of bullying in their own childhoods. It is really important not to impose your own emotional response onto your child and label them as 'being bullied'. It may be that children have had a fall out with friends or someone has misunderstood a look or an action that happened once. Where this happens children say they are being bullied when they aren't and it's hard to change that mindset.

Please can we also ask that you allow us to deal with this in school. We mostly

Physical Education at Greenwood

Mrs Aspinall our Sports leader teaches the children each week. All children have a one hour P.E. lesson and in addition to this



The following year groups will go swimming:

Year 4–Autumn Term

Year 2–Spring Term

Year 5–Summer Term 1

Year 6–Summer Term 2

If your child is swimming can you please ensure they have a one piece costume or trunks (not shorts) without pockets as this is the policy of the swimming baths.

We have a specialist dance teacher who works across all year groups in Key Stage 1 and 2.

P.E. Outdoor Kit

Sweatshirt

Tracksuit bottoms

Year 3	Autumn Term 1	Year 5	Spring Term 2
Year 1	Autumn Term 2	Year Y2	Summer Term 1
Year 4	Spring Term 1	Year 6	Summer Term 2

For P.E. children must wear:

P.E. Indoor Kit

T-shirt: Plain white or pale blue

Shorts: Black or navy

Plimsolls

Long hair must be tied back

All jewellery MUST be removed for P.E. lessons. If your child can not take part in a P.E. session a note must be sent to school for the attention of Mrs Aspinall