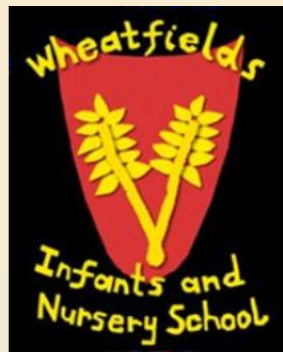


Welcome to Year One



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Behaviour for Learning



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Our Three Guiding Principles

Being
Ready

Being
Respectful



Being
Safe

Our behaviour management is based on the Unconditional Positive Regard approach. This approach ensures that staff are trained to support children whose emotional wellbeing is affecting their engagement with education. This approach means we believe that every child deserves unconditional positive regard.

We aim to teach the children to have the self-awareness to make the right choices and to understand that inappropriate behaviour has consequences. This may be an educational consequence e.g. clearing up the mess they've made, apologising etc. or a protective consequence e.g. playing alongside an adult who will model safe behaviour.

Our Guiding Principles are a positive reminder of our expectations.

BLP - Building Learning Power



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Doris Dog - Resourceful - Questioning, Making Links, Imagining, Reasoning, Capitalising
Rufus Rabbit - Reciprocal - Collaboration, Listening and Empathy, Imitation, Independence
Krishna Cat - Reflective - Planning, Revising, Distilling
Tallulah Ted - Resilient - Perseverance, Absorption, Noticing, Managing distractions
Ore Owl - Being Ready, Being Respectful, Being Safe

Meet the team

Chestnut Class

Class Teacher: Miss Jo Campbell

Trainee Teacher: Miss Lucy Wooster

Learning Assistant: Miss Lynsey Thomaidis



Willow Class:

Class Teachers: Mrs Vicky Foley (Mon, Tues, Weds) Mrs Tracey Lowe (Thurs, Fri)

Learning Assistant: Mrs Sarah Avvinti



HLTA:

Mrs Katie Robins

Mrs Diane Nicholas

Mrs Sarah Taylor



What does continuous provision look like at Wheatfields Infants' and Nursery School?

- Teachers working in EYFS and Year 1 use a continuous provision model to facilitate learning across the curriculum.
- Continuous provision refers to the resources which are always available within the classroom for the children to access to continue their learning independently.
- Our environments allow for carefully planned and child led play-based experiences which encourage children to consolidate their skills, knowledge and understanding linked to the National Curriculum.
- This approach enables them to be independent, resilient learners who motivate themselves and not be afraid to take on new challenges.



What does continuous provision look like at Wheatfields Infants' and Nursery School?

Aims of Continuous provision

- To develop communication and language skills to enable them to explore and reflect on their learning and the value of their achievements.
- To promote positive attitudes to learning
- To give children ownership over their learning
- To give opportunities to assess, manage and take risks
- To develop a responsible attitude for their learning and their environment
- To use their imagination in a purposeful context
- To learn to work effectively as an individual and as part of a team
- To maintain perseverance in the face of challenge
- To allow children to work at a greater depth and prevent their learning from being capped. This is achieved by providing opportunities for exploration and investigation to further extend their learning and development.



What does continuous provision look like at Wheatfields Infants' and Nursery School?

Types of Activities in Year 1

- Fine motor skills involve the use of the small muscles that control the hand, fingers and thumb. They help children perform important tasks like dressing themselves, manipulating tools and equipment, writing, drawing and more.
- 'Small world' areas, which typically include miniature figures, props, and settings that allow children to engage in imaginative storytelling and role-playing scenarios. This also helps develop their social communication skills.
- Learning outside the classroom supports development of gross motor skills, imagination, cooperation and builds on indoor learning.
- Through their constructive play, fantastic way to foster their creativity, problem-solving skills, and teamwork. Trial-and-error is a great method in which to create structures and modify methods.



What does continuous provision look like at Wheatfields Infants' and Nursery School?

We recognise that not all subjects can be taught through continuous provision. Some subjects need discrete teaching – these include: phonics, handwriting, English skills, maths and foundation subject teaching inputs. All these subjects, however, can be enhanced and skills can be rehearsed within continuous provision to ensure children know more and remember more. Our environment, throughout year 1 also promotes the characteristics of effective learning.



Reflection Time



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At the end of our continuous provision sessions, we come together for **Reflection Time**.

This gives children the opportunity to:

- **Talk about their learning**
- **Develop vocabulary** – using new words in their descriptions
- **Share problem-solving** – we find out what was tricky, and ask how did work it out?
- **Celebrate collaboration** – Talking about who they worked with and how they helped each other
- **Share ideas and discoveries** – discussing what they would change and do differently next time

We encourage children to explain their thinking, listen to others and learn from each other's experiences.

Reflection time helps children recognise that their play is learning and gives them a voice in sharing what they have discovered.



A soft, pink, cloud-like graphic with a watercolor texture, centered on a light blue background. The cloud has irregular, feathered edges and a slightly darker pink center.

We don't stop playing
because we grow old;
we grow old because
we stop playing.

GEORGE BERNARD SHAW

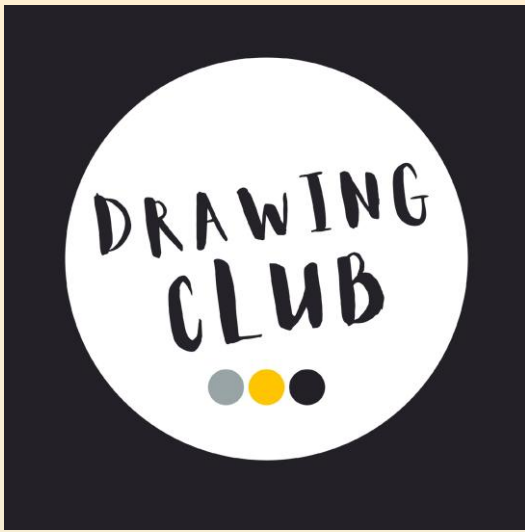
Phonics



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- Little Wandle Letters and Sounds: a complete systematic, synthetic programme.
- 20 minutes lessons, taught daily by class teacher
- Usually 4 new sounds taught each week, with consolidation on Friday. Sounds included in weekly email so you can support your child with letter formation and pronunciation.
- Assessed each half term. Any child who needs extra support has daily keep up sessions.
- Phonics Meetings: 6th October 6-7pm

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Writing



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Drawing Club is the approach we will use to teach English. It was created by a practitioner called Greg Bottrill and it brings the magic of story into the classroom. It is a way to share skills including fine motor, early writing, vocabulary, maths and most importantly, imagination and excitement!

- We will introduce a new quality text (fiction/cartoon/fairy tale) each week to inspire and engage children.
- We explore the front cover, title, characters, setting and story sequence and make predictions.
- Stories are linked to our topics where possible.
- We introduce 5 new vocabulary words each week, using actions and encouraging children to use them in their play.
- Monday: Explore a character
- Tuesday: Explore a setting and think about how it could magically change.
- Wednesday: Go on an imaginary adventure, changing and extending the story.
- Children add a Magic Button to their drawings – this could be a phonics sound, word, sentence, number or maths fact.
- Alongside stories, children explore quality non-fiction books linked to our topics and develop skills such as lists, captions and factual writing.

Maths

Risk free environment - encouraging children to discuss and reason about their choice of strategies to deepen their ability to reason about number (number fluency 4 times a week).

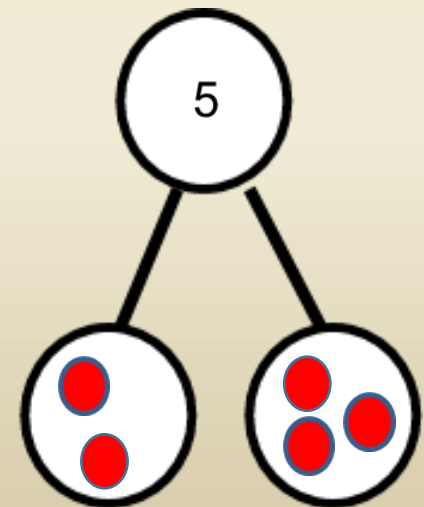
Range of resources - children learn to use a range of resources to support their learning eg Numicon, counters, numberlines, Rekenreks, Ten Frames.

Children work at pace appropriate to them using appropriate strategies and resources.

Reasoning and making links - does it make sense?
How do you know that is the answer? 'If I know this....then I also know...'.

Maths - Number e.g. addition, subtraction, Number Bonds to 10/20, odd and even numbers, partitioning, Doubles and halves, counting in 2's, 5's, 10's.
Shape, Space and Measure e.g. height, length, volume, weight, 2d and 3d shapes

Maths Curriculum Meetings: 10th November 6-7pm



PSHE- personal, health, social and economic



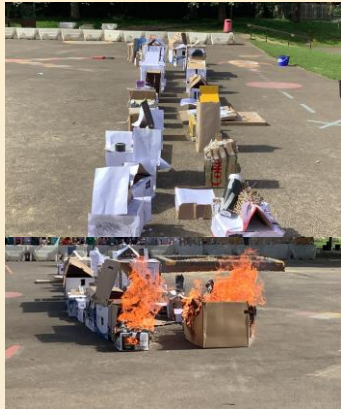
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- PSHE-Jigsaw programme: 6 half termly topics: Me in My World, Celebrating Differences, Dreams and Goals, Healthy Me, Relationships, Changing Me.
- 3 Guiding Principles, Pants NSPCC Rule, Learning Heroes.
- Forest School - Building friendships, games, risk taking, fires, climbing trees, using tools e.g. saws, hammers, peelers.
- Visit and trips - different classrooms, knowing way around school e.g. library, assemblies, local community, school trips, visitors in school.



Other Curriculum Areas

- **History** - Class timeline. Personal changes over time, changes within living memory, Transport theme; past and present & a significant person, Seaside theme; changes within living memory.
- **RE** - 6 half termly topics based around a central question: What do Christians believe about God? What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem? Who is God to Muslims? Why was Jesus treated like a king or celebrity by the crowds on Palm Sunday? How important is the prophet Muhammad to Muslims? Why is the story of the Buddha important to some Buddhists?
- **Music** - Body percussion and bucket drumming, singing and performing, listening and responding, using Glockenspiels and creating music.



Other Curriculum Areas



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Science - 6 half termly topics:, Autumn and Winter, Animals, Materials, Spring and Summer, and Plants.

Computing - 4 topics & online safety, Digital Painting, Digital animation, Digital Writing, Programming toys.



Geography - 4 topics: Maps, UK and the Surrounding Seas, Weather and Seasons, School Grounds.



Other Curriculum Areas



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D and T - 3 topics: Textiles (making puppets), Food and Nutrition (salad pots), Mechanisms (wheels and axles), Lots of opportunities to apply skills during Exploring Time and Forest School.

Art - 4 topics: Drawing and Mark Making, sketching, painting and colour, sculpture and 3D, Craft and Design and learning about famous artists

PE - Athletics and games (ball skills, travelling and games) gymnastics (using apparatus safely, basic gymnastic movements) dance (body movements) in response to music, stories, poems and pictures, begin to sequence movements and we will know how body changes when exercise.



Supporting your Child

- Talking to your child and explaining the meaning of new words.
- Reading stories or making up stories together. Does your child see you reading?
- Playing i-spy, rhyming games, alliteration games.
- Playing games linked to numbers and sounds e.g. number pairs, sound hunt around the house.
- Support with pencil control and making sure your child sees you writing.
- Ask open ended questions, giving your child time to think before they respond.
- Home Learning Books: communicating with class teacher about when you read with your child and how you feel they got on. This book is also for your child to use to respond to their reading or another story from home alongside practising sounds and number work based on our learning in school eg. Draw a picture about a story they have read, write a sentence about if they enjoyed their reading book and why.
- Praise for effort and having a go.
- Show yourself making mistakes! We want your child to keep on trying!
- Give your child every opportunity to be independent in dressing/undressing, including ensuring they can do their own coat up, tie shoe laces if need to.

Reading



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- Daily Reading Practice sessions with an adult in a small group, each one focusing on one of the following skills:
- **Decoding:** using their phonic knowledge to sound out new words.
- **Prosody:** developing intonation and expression when reading.
- **Comprehension:** checking their understanding of the text, e.g. inference, character's behaviours.
- **The book is read twice at school to develop fluency. The more they see the words the more they begin to read them automatically without sounding them out.**



Reading a book at the right level



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- This means that your child should:
- Know all the sounds and tricky words in their phonics book well.
- Read many of the words by silent blending (in their head)- their reading will be automatic.
- Only need to stop and sound out about 5% of the words by the time they bring the book home- but they should be able to do this on their own.

Books going home: phonics book



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- Phonics book sent home once they have done decoding session in Reading Practice session at school.
- Book will be kept for you and your child to read and explore for a week.
- Your child should be able to read their book without your help.
- If they can't read a words read it to them.
- Talk about the book and celebrate their success.
- Use the suggestions at front of home learning book for ideas, activities and question prompts .
- *Our Little Wandle program is at its most effective when you listen to your child read their phonics book daily.*

Reading at home



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Reading a variety of high quality books and chatting about them helps your child:

- Understand words and sentences
- Learn and use a wide range of vocabulary
- Develop listening comprehension skills
- **The amount of books children were exposed to by age 6 was a positive predictor of their reading ability two years later.**
- **Never read to: hears 4,662 words**
- **Read to 1-2 times a week: hears 63,570 words**
- **Read to 3-5 times a week: hears 169,520 words**
- **Read to daily: hears 296,660 words**

Thank you



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Please do email or chat to your child's teacher if you have any concerns about anything.

Parent Consultations face to face: week beginning 12th October.

Please utilise the Home Learning book for any home learning. It is a great way to keep up communication between home and school.

Thank you for taking the time come along this evening.

Thank you for coming!



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Q & As