



Welcome to Year 1

A Handbook for Parents

Ready | Respectful | Safe | Kind

Contents

A Welcome from the Headteacher	2
Promoting Positive Behaviour	2
Important Adults in Year 1	3
The School Day	3
School Meals, Milk and Fruit.....	3
Equipment.....	4
Helping in Class.....	4
School Uniform.....	4
Attendance.....	5
Communication	5
School Travel	6
Pinner Park Parents Teacher Association (PPPTA).....	6
The Use of Photographs.....	6
e-Safety – The Use of email and the Internet.....	6
School Visits and Activities.....	7
What to do if things go wrong	7
The Curriculum in Year 1.....	8
English in Year 1	9
Mathematics in Year 1	10
Science in Year 1.....	11
The Foundation Subjects in Year 1	12
Home Learning in Year 1	17
First 100 High Frequency Words	19
Multiplication Square	19
Assessment in Year 1	20

A Welcome from the Headteacher

Welcome, or welcome back, to Pinner Park Primary School.

This information is intended to help you and your child settle easily into the school. We aim to work closely with our families to enable each child to be the very best young person that they can be – developing intellectually, physically, emotionally, socially and spiritually. I hope you will find this booklet informative and we look forward to welcoming your child.

If you need any further information, please do not hesitate to contact me or another member of staff.

Best wishes,



Nick Waldron
Headteacher

Promoting Positive Behaviour

Right from the start the children, are encouraged to have a sense of belonging and respect for the school and community. Our behaviour code will help all those involved in school life to work together for the benefit of all.

We believe that it is important that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring community, built on four key words (Ready, Respectful, Safe & Kind), and these are reflected in the way that we promote good behaviour through the school. We want an environment where everyone feels happy, safe and secure.

The school expects every member of the school community to behave in a considerate way towards others.



ready



respectful



safe



kind

These four key words are displayed throughout the school and we spend time talking to the children about each aspect. They are also reflected on through our curriculum and through our regular assembly themes.

The school rewards good behaviour, because we believe that this will develop an ethos of kindness and co-operation. All our efforts are to promote good behaviour, rather than focus on poor behaviour.

We will not tolerate bullying of any kind and we have a separate Anti-Bullying Policy. Both policies can be found on the school web site.

Important Adults in Year 1



Birch



Chestnut



Oak



Willow

Class Teachers	Mrs Siddiqi & Mrs Mukhtar	Mrs Porter	Mrs Lissner	Mrs Ali
Teaching Assistants	Mrs Mekala	Mrs Smith & Mrs Gohil	Mrs Parmar	Mrs Liu & Mrs Blackler
Other Adults	Mrs Edwards – Deputy Headteacher / Key Stage 1 Phase Leader Mrs Lissner – Year Group Leader Mrs Coxon – SENDCo.			

The School Day

The school day for children in Year 1 starts at 8:50am each morning. Any child arriving after this time will be marked late. Children can come into the playground, with their parent / carer, from 8:30am. When the bell is rung the children should line up on their coloured spot and the class teacher will take them into school.

At the end of the school day, 3:20pm, children will be let out of their classroom by their teacher when they can see the adult who is expected to collect each child.

Do try to be on time to collect your child at the end of the school day. If you are late to collect your child you will be able to collect them from Welfare via the main school office. If you are delayed please telephone the school office team to let them know.

School Meals, Milk and Fruit

Our school meals, cooked on-site by Chartwells, are a delicious and healthy option for all children (and staff!)

We would encourage all our children to try our hot meals –why not try the meals for a month and enjoy the full range of the menu? All children in Reception are entitled to a free school meal. School meals must be ordered via ParentPay. Bespoke menus can be provided for children with allergies and other medical needs. See the school’s website for details.

We are a **nut free** school – please do not include any nuts or nut-containing products in snacks or lunchboxes.

During the morning break, children are able to have a piece of fruit or vegetable which is provided by the school.

Your child should bring a clear water bottle, with a non-spill cap, which they can use throughout the day

Equipment

To be **ready** to learn each day, your child will need to bring:

- A named water bottle (clear plastic with a non-spill lid)
- A book bag (we will provide your child with a reading book and reading diary)
- PE Kit (see School Uniform list)

Helping in Class

We are always delighted to have an extra pair of hands in the classroom! If you would like to help on a regular basis in class, please speak to a member of staff.

School Uniform

It is expected that children will wear full school uniform.

- Traditional, grey school skirt, trousers or shorts
- White polo shirt / shirt (with or without school logo)
- School sweatshirt / cardigan with school logo
- Grey, black, white or maroon socks or tights
- Burgundy / black / white hijab / turban / patka
- Black school-style shoes
- In the summer time pink and white gingham dresses may be worn

P.E. and Games Kit:

- Black shorts
- White t-shirt (with or without school logo)
- Black plimsolls / trainers
- Black tracksuit for outdoors Games lessons
- PE Bags with the school logo (available from the school office)

Jewellery is unsuitable for school wear as it is easily lost or damaged and can cause injury to wearers and others. No jewellery may be worn other than small studs for pierced ears, and these should not be worn on PE days. If items need to be worn for religious purposes, you will need to speak to the Headteacher.

No make-up or nail varnish should be worn.

Long hair should be tied back neatly with a simple bobble, scrunchy or alic band in school colours (black, gray or maroon). Hair should be worn in a style appropriate for the varied activities of the school day and coloured hair should be avoided.

Attendance

We expect every child to be punctual, and to attend school every day. If your child is unable to attend school, please telephone before 9:30am on the day of the absence and send in written confirmation of the reason for the absence on your child's return. If you arrive late, please escort your child to the main entrance where they will be signed in and taken to their classroom.

The School does not support holiday and extended leave during term time as this disrupts children's learning and has an adverse effect on their progress. A "Leave of Absence" will only be granted under exceptional circumstances and must be applied for prior to the leave. This can be done by completing a form, available from the school office.

All children are expected to maintain an attendance rate of at least 95% as this is the national average for children of primary school age. As a school we aim to be above average and, therefore, the vast majority of children will have an attendance between 96% and 100%.

Our full Attendance Policy is available to download from the school website.

Communication

We like to keep you informed about what is happening in school and we would hope that you will keep us informed of any circumstances that might assist us. For example: a change in family circumstances, illness or bereavement. Staff are always available at the end of the school day to discuss any concerns you may have – if they are busy with the class, you can pop into the school office and make an appointment or speak to one of the school leadership team who will be around the playgrounds.

Please inform the school office team as soon as possible if any of your contact details change so that we can keep in touch with you.

FOLLOW US ON SOCIAL MEDIA
@PinnerParkSch



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T: 020 8863 2191

E: office@pinnerpark.harrow.sch.uk

W: www.pinnerpark.harrow.sch.uk

School Travel

Childrens' safety is our first priority. We would encourage all our pupils to find a safe walking, cycling or scooter route to school. This reduces congestion around the school and improves safety for all.

If you do need to drive to school, please consider finding a safe place to park and then complete your journey to school on foot.

We encourage a voluntary one-way system along Melbourne Avenue and kindly request drivers not to perform U-turns along Melbourne Avenue in the busy time before and after school.

Pinner Park Parents Teacher Association (PPPTA)

We have a very active association of parents, governors, staff and friends of the school which a charity that exists to support the school's work. The Pinner Park Parent Teacher Association (PPPTA), led by a committee, organises community events, raises additional funds for the school and provides support in very practical ways.

Each class will have a PPPTA Rep who will share information about the work of the PPPTA and encourage you to join in where possible.

The Use of Photographs

We use photographs in school for a number of different purposes:

- To record and assess children's progress in their learning
- To celebrate achievements
- For publication in school documents and the local press
- For publication on the school website (subject to compliance with the school's website policy)

As part of your admission form, we ask that you give us your consent to photograph your child for these purposes. This saves us having to ask you each time we want to publish a photograph in this way.

e-Safety – The Use of email and the Internet

We want to make good use of ICT in school across the full range of the curriculum. Increasingly we make use of the internet. We use an IT Support Company and Internet provider who specialise in providing services to school and local authorities. This provides a very effective barrier to prevent children accessing inappropriate materials, unregulated chat, un-educational games and e-mail accounts.

We are an e-safety school and promote on-line safety throughout the curriculum.

School Visits and Activities

We value the learning that can take place outside of the classroom when children make visits out of school and by having special visitors into school. Over the coming years, your child will have many opportunities to participate in these types of activities.

We will ask you for your general consent for these types of activities but we will also inform you before each event.

What to do if things go wrong

We want to do our very best to educate and care for your children properly, but part of our commitment is always work to improve standards. If you think that we have not met our best standards, or if your child has a problem at school, we want you to tell us so that together we can put it right.

If you have a concern or complaint, please contact your child's own teacher in the first instance. It is usually better to see them at the end of the day than at the beginning.

If you wish to discuss the matter with the Headteacher, then please contact the school office team to make an appointment to see him. As long as the Headteacher is in school, he tries to see people on the same day as he is contacted.

We will agree with you a course of action and aim to solve your complaint to your complete satisfaction as quickly as possible.

If, after further discussion with the staff of the school, you still feel that your complaint has not been dealt with properly, you should contact the Chair of Governors, whose name and contact details can be obtained from the school office team.

The Curriculum in Year 1

This guide is intended to help parents and carers understand what children will be learning during this school year. Obviously, it would be impossible to set out in detail everything your child would learn, but by providing an outline of typical content and some background information about how the curriculum and assessment works, hopefully it will help you to support your children in making the most of their education.

A new primary curriculum came into place for schools in England in September 2014. At Pinner Park Primary School, our curriculum is designed to ensure it meets all the requirements of the National Curriculum as well as providing a broad, balanced and engaging curriculum which is relevant to the children in our school.

English, Maths and Science remain very important in the curriculum and are considered core subjects in both primary and secondary schools. The National Curriculum sets out in considerable detail what must be taught in each of these subjects, and they will form a significant part of your child's learning week. In addition to these are the familiar foundation subjects: Art, Computing, Design Technology, Languages (French for Year 3 upwards), Geography & History (referred to as Topic in our school), Music and Physical Education (PE). The requirements for these subjects in the National Curriculum are much briefer and we have a lot more flexibility to plan and deliver these in ways that are engaging and relevant to the children.

This new National Curriculum is, in some areas, significantly more demanding than in the past. For example, there is strong emphasis in maths on the skills of arithmetic and also working in different ways with fractions. In English lessons there is now a stronger focus on the study of grammar, punctuation and spelling.

Deeper Learning

If your child is achieving well, we will look at the following year group's learning outcomes as a way of extending the learning but we also encourage more in-depth and investigative work to allow for greater mastery and understanding of the concepts and ideas being covered.

Children Needing Additional Support

If your child is struggling with their learning in any area, we will give them the additional support needed to ensure they make good progress. If you are concerned about the progress your child is making just discuss it with your class teacher or arrange to speak with the school's SENDCo.

Tests your child will take

We use tests and other forms of assessments at all stages of our work. Most of the time, these are part of our normal classroom routine, and support the teachers' assessment of children's progress and attainment. However, at certain stages in a children's journey through primary school there are also national tests that must be taken by all children in state schools. Often referred to as 'SATs', the National Curriculum Assessments are compulsory at the end of Year 2 and Year 6. Children in these year groups will undertake Reading, Mathematics and Grammar, Punctuation & Spelling assessments. The test results are reported to the schools and parents at the end of the year.

Speaking and Listening

The Spoken Language objectives are set out for the whole of primary school, and teachers will cover many of them every year as children's spoken language skills develop. In Year 1, some focuses will include:

- Listen and respond to adults and other children
- Ask questions to extend their understanding
- Learn new vocabulary related to topics or daily life

Phonics and Reading Skills

During the early years of compulsory schooling, much of the focus is to develop confident readers, mainly using the phonics approach. We follow a programme of phonics teaching, based on the Government's 'Letters and Sounds' scheme.

Phonics is the relationship between printed letters and the sounds they make. Children will first learn the most common letter sounds, and then look at more difficult patterns such as recognising that 'ow' sounds different in 'cow' than in 'low', or that both 'ai' and 'ay' make the same sound in different words.

- Learn the 40+ main speech sounds in English and the letters that represent them
- Blend sounds together to form words
- Read aloud when reading books that contain familiar letter sound patterns
- Listen to, and talk about a range of stories, poems and non-fiction texts
- Learn about popular fairy tales and folk stories, and retell the stories
- Join in with repeated phrases in familiar books
- Make predictions about what might happen next in a book
- Explain clearly what has happened in a book they've read or listened to

Writing Skills

- Hold a pen or pencil in the correct and comfortable way
- Name the letters of the alphabet in order
- Write lower-case letters starting and ending in the right place
- Write capital letters, and the digits 0 to 9
- Spell simple words containing the main sounds they've learned in reading
- Spell the days of the week
- Learn to write words with common endings, such as -ed, -ing, -er and -est
- Plan out sentences aloud before writing them
- Write simple sentences, and those using joining words such as 'and'
- Begin to use full stops and capital letters for sentences
- Combine some sentences to make short descriptions or stories

Mathematics in Year 1

Number and Place Value

Place value is central to mathematics. Recognising that the digit '5' in the number 54 has a different value from the number 5 or the '5' in 504 is an important step in mathematical understanding.

- Count, both forwards and backwards, from any number, including past 100
- Read and write numbers up to 100 as digits
- Count in 2s, 5s and 10s
- Find 'one more' or 'one less' than a number
- Use mathematical language such as 'more', 'less', 'most', 'least' and 'equal'

Fractions

- Understand $\frac{1}{4}$ and $\frac{1}{2}$ to explain parts of an object or number of objects

Measurements

- Use practical apparatus to explore different lengths, weights and volumes
- Use language such as 'heavier', 'shorter' and 'empty' to compare things they have measured
- Recognise the different coins and notes of British currency
- Use language of time, such as 'yesterday', 'before', days of the week and months of the year
- Tell the time to the hour and half-hour, including drawing clock faces

Calculations

- Use the +, − and = symbols to write and understand simple number calculations
- Add and subtract one- and two-digit numbers, up to 20
- Solve missing number problems, such as $10 - ? = 6$
- Begin to use simple multiplication by organising and counting objects

Shape

- Recognise and name some common 2D shapes, such as squares, rectangles and triangles
- Recognise and name some common 3D shapes, such as cubes, cuboids and spheres
- Describe movements, including quarter turns

Parent Tip

There are plenty of opportunities for maths practice at home, from counting objects to simple games, such as dominoes and Snakes & Ladders. You can also begin to explore using money and clocks both in play at home and when out and about.

Science in Year 1

In the first years of schooling, much of the science curriculum is based around real-life experiences for children. This includes everyday plants and animals, as well as finding out about different materials and the four seasons. There are likely to be lots of opportunities for exploring scientific ideas both in the classroom and the local surroundings.

Scientific Investigation

Children are encouraged to carry out their own observations and experiments to further their scientific understanding. In Year 1 this may include learning to:

- Ask scientific questions
- Carry out simple tests, and make observations
- Collect information to answer questions
- Group together objects according to their properties or behaviours

Plants and Animals

- Name a selection of common plants, including deciduous and evergreen trees
- Name the main parts of plants and trees, such as roots, stems, trunks and leaves
- Name a variety of common animals, including mammals, fish, birds, reptiles and amphibians
- Name some common animals which are carnivores, herbivores and omnivores
- Name the main parts of the human body, including those related to the five senses
- Herbivores: animals which feed only on plants, e.g. rabbits
- Carnivores: animals which feed on other animals, e.g. eagles
- Omnivores: animals which eat both plants and animals, e.g. humans
- Deciduous trees are those which lose their leaves in autumn, whereas evergreen trees – as the name implies – are those which retain their green colour all year round.

Everyday Materials

- Recognise that objects are made of materials
- Name some everyday materials such as wood, metal, glass and plastic
- Describe some of the properties of materials, e.g. that wood is hard
- Group together items based on the materials they're made from or their properties, for example by grouping heavy objects or shiny objects

Seasonal Change

- Observe changes across the four seasons
- Observe and describe how the day and weather changes with the seasons

The Foundation Subjects in Year 1

At primary school, English, Maths and Science are the core subjects which make up the bulk of the timetable. That said, the other foundation subjects play a key part in providing a broad and balanced curriculum. All eight of these subjects are a compulsory part of the National Curriculum. In addition, we teach Religious Education based on a syllabus agreed locally.

Here is a very brief outline of what will be covered in the foundation subjects during primary school. A breakdown of the units of work is included later on in this booklet.

Art

Opportunities to explore, experiment and invent using a range of art and design media engages and inspires children's creativity. Children will explore a range of different techniques and will use a variety of materials, from pencil and paint to charcoal and clay, to create their own art pieces. In addition, children will study the works of some great artists, architects and designers from history. Children will develop their own opinions about the different art and design they encounter and understand the cultural and historical importance of art.

Computing

For the increasingly digital world in which the children will be growing, Computing helps children to understand how technology works and how systems are programmed to work efficiently. Computing helps children to become digitally literate so they can inform and express themselves using information technology. We also want our children to know how to act safely and responsibly on-line and therefore place emphasis on the importance of e-safety.

We include regular teaching of e-safety to ensure that children feel confident and safe when using computers and the Internet, and know what to do if they come across something either inappropriate or uncomfortable.

Design and Technology

Through practical and creative activities children are encouraged to design and make products for particular purposes and to evaluate existing products. Through investigative disassembly and a complete design process, children will understand the stages needed to develop an idea into a finished product. They will develop practical skills, including handling food and will be encouraged to take risks and be innovative.

Geography and History

Through a topic based approach, children develop their geographical and historical knowledge, skills and understanding through their termly or half-termly themes. Throughout each topic children will have opportunities to develop understanding of the human aspects of geography as well as some of the physical processes that shape our world. As historians, children will learn about the past and form opinions based on historical evidence.

The termly or half-termly topics are often linked to a trip or themed day in school which helps to enrich the children's understanding of, and enthusiasm for, the topic by bringing it to life.

Music

Through listening to, reviewing and performing different types of music, children develop an appreciation of the rich variety of music and the effect it can have on us. Over the course of primary school, children will listen to and perform a range of music. In the first years of schooling this will often

include singing songs and rhymes, and playing untuned instruments such as tambourines or rainmaker sticks.

Throughout their time in school, children will have an opportunity to enjoy whole class music lessons and group instrumental sessions with specialist music teachers.

Physical Education

Physical Education promotes good health and well-being and also fosters a sense of competitiveness and team spirit. Physical Education lessons include a range of individual disciplines such as dance, gymnastics and athletics, with team sports and games. Through these sports, children will learn the skills of both cooperation and competition. By the end of Primary School children should also have developed basic proficiency in swimming and water safety. Generally, children will have two PE lessons each week.

Religious Education (RE)

We follow the locally agreed syllabus for RE. The topics covered in the RE lessons or on the themed RE days are part of the Harrow Agreed Syllabus and are reflective of the amazing diversity of religions and cultures represented in our school and in our community. RE lessons are intended to develop mutual understanding and respect of different faiths and beliefs.

Personal, Social, Health and Citizenship Education (PSHCE)

Our approach to PSHCE is that it is integrated into our everyday teaching. This will sometimes be a special lesson, or it could be a circle time, a discussion or a visit. We cover two broad areas in our PSHCE teaching: 'Personal Understanding and Health', and 'Mutual Understanding in Local and Wider Community'. We also cover Sex and Relationships Education through our PSHCE.

Languages

Schools can choose any language to study – we have chosen French. Over the course of their four years in Key Stage 2, children will be expected to make good progress, learning to ask and answer questions, present ideas to an audience both in speaking and writing, read a range of words, phrases and sentences, and write simple phrases, sentences and descriptions. Children will also learn about the appropriate intonation and pronunciation of the language.

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	Autumn	Spring	Summer
Topic	The Three Little Pigs	Handa's Surprise	The Paper Bag Princess
Computing	E-safety Using technology Coding	E-safety Data Handling Digital Literacy	E-safety Coding Emailing
Geography	Local area Human and physical features Make, use and read simple maps.	Compare Harrow and Africa Seasonal weather Maps of Africa	The United Kingdom – countries, flags and capital cities.
History	Local history – changes in the local area.	Lives of significant people - Sir David Livingstone.	Battle of Hastings William the Conqueror and castles Changes in communication
PE & Games	Gymnastics Dance	Gymnastics Dance	Athletics Dance
Music	Sing songs and rhymes	African music	Experiment with, create, select and combine sound.
Art	Natural Sculptures – Andy Goldsworthy Drawing and painting skills	African art – printing Painting - colour mixing	Adding texture Flowers in art - Van Gogh
Design Technology	Structures (stronger / stiffer / more stable) Healthy eating – make soup	Healthy eating – design, make and evaluate fruit salad Making bags - design, make and evaluate.	Moving pictures - Mechanisms (levers / sliders) Bread making
Religious Education	Special buildings Diwali	Special days in the week Religious sounds	Teachings of Jesus Holy books

Home Learning in Year 1

Why set home learning?

We set home learning activities because these activities can:

- Support the 'little and often' approach that is so key in learning
- Provide opportunities for independent study that extends, enriches or consolidates the work done in the classroom.
- Link learning at school and in the home

We also recognise that children learn in so many other ways – by baking, by playing games, by using the computer, by attending dance, Brownies, football or place of worship, by visiting new places, libraries and museums. We want to encourage these types of home learning and we have, therefore, set a level of homework and a time schedule that allows space for these.

Core home learning

At the heart of our home learning approach is the desire to ensure that each child attains the very best in the basic skills of English and mathematics. Home learning supports the learning in class. This is an extremely important part of home learning and some should be undertaken each night. Core activity includes:

- Reading – either aloud with a partner or silently to oneself (both if possible)
- Learning and practicing multiplication tables and number bonds
- Word level work – learning letter sounds in Reception through to learning the spelling of high frequency words in Key Stages 1 and 2.

What about spelling?

We believe that spelling is best taught alongside reading and writing activities. When Reception children learn to blend their first few sounds, they are already learning spellings. From this point forward, we will continue to teach spelling alongside reading and writing activities in class.

We will ask parents to help us to support learning in class by sending home sets of high frequency words (those most often used). Once children have mastered these, they will move onto learning the spelling of words with a particular sound or spelling pattern.

Our aim is that children should be able to independently and correctly apply the spellings and spelling rules they have learnt in all of their writing – not just when they have a spelling 'test'.

Keeping a record

Each child in the school will be given a reading record in which parents should record the daily reading that your child is undertaking. As children get older, they will take more responsibility for completing the record.

What to expect in Year 1

Our key in Year 1 is to promote the enjoyment of reading and to improve and develop the skills in reading, writing, spelling and mathematics – continuing the good work from the Foundation Stage.

Reading

Regular reading with an adult using:

- Books that can be shared and enjoyed together
- Texts that the child can read using his or her phonic knowledge
- High frequency words

Mathematics

Children in the Reception, Year 1 and Year 2 will be given practical maths activities to complete at home with you. There will be a lot of physical activities which explore numbers and help children start to investigate the ways they can work with numbers, shapes and patterns.

Children in Key Stage 2 (Year 3 – Year 6) will be set a series of on-line maths activities each week using their own “Mathletics” account. These activities will be linked to the topics the children have been covering in class that week and the teachers will set the activities to match each child’s understanding of the topic.

Learning the times tables (up to 12x12) is a vital part of becoming a confident mathematician. To make the learning of the times tables a more fun process, the children will be given challenges to complete on the online learning site – “Times Tables Rockstars”. Our aim is for children to accurately and fluently recall all of the times tables to help them to solve reasoning problems in all areas of maths.

Other

In addition, from time to time, children may be asked to undertake an activity at home or ‘gather’ something for use in class. For example, when a class starts a topic on ‘holidays’, a class teacher may ask the children to bring in a photo or a postcard. This is not ‘homework’ as such, but does support the learning in school and in the home.



For access to free on-line resources that go with the Read Write Inc. Spelling programme that children follow from Year 2 – Year 6

<https://www.oxfordowl.co.uk/>



For access to the Mathletics site where teachers set a range of maths activities each week.

<https://www.mathletics.com/uk/>



For access to Times Tables Rock Stars for a fun, interactive way of learning the multiplication tables.

<https://trockstars.com/home>

Click on the images to go directly to the website.

First 100 High Frequency Words

the	that	not	look	put
and	with	then	don't	could
a	all	were	come	house
to	we	go	will	old
said	can	little	into	too
in	are	as	back	by
he	up	no	from	day
I	had	mum	children	made
of	my	one	him	time
it	her	them	Mr	I'm
was	what	do	get	if
you	there	me	just	help
they	out	down	now	Mrs
on	this	dad	came	called
she	have	big	oh	here
is	went	when	about	off
for	be	it's	got	asked
at	like	see	their	saw
his	some	looked	people	make
but	so	very	your	an

Multiplication Square

x	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

Assessment in Year 1

We use many ways to check what your children have learned in a lesson and what they need to do next. This is one of the most important things that teachers do in the classroom, so we know what to plan next for pupils in order to move them all on in their learning and make sure that they are both challenged and supported in lessons.

Day to day assessment takes place in the classroom. Class teachers will use questions, marking, feedback, observations and informal tests or quizzes to assess children. This then tells them what is needed next for each child.

We give good quality feedback to children – sometimes through writing in their books or talking to them about their learning and lessons, to find out what they do well and what they need to do next.

We sometimes use tests to show us what a child understands and then we can plan from the results of these. We also have regular pupil progress meetings where each teacher will meet with Senior Leaders to discuss children's progress in detail.

In addition to the on-going assessment of children's attainment and progress that the adults in school are making all the time, most children in Year 1 will also take part in the national phonics screening check.

Phonics Screening Check

The phonics screening check will be taken individually by all children in Year 1 in June. It is designed to give teachers and parents information on how your child is progressing in phonics. It will help to identify whether your child needs additional support at this stage so that they do not fall behind in this vital early reading skill.

The 40-word check will assess phonics skills and knowledge learned through Reception and Year 1. Your child will be asked to read one-on-one with a teacher and will probably do the check in one sitting of about 5-10 minutes. There are 20 real words and 20 pseudo words (nonsense words) which will all follow phonics rules your child has been taught.

The 40 words are divided into two sections – one with simple word structures of three or four letters, and one with more complex word structures of five or six letters. The teacher administering the check will give your child a selection of practice words to read first so that they understand more about what they have to do.

What are Pseudo Words?

Pseudo words are phonically decodable but are not actual words with an associated meaning e.g. brip, snorb. Pseudo words are included in the check specifically to assess whether your child can decode a word using phonics skills and not their memory.

The pseudo words will be shown to your child with a picture of an alien and they will be asked to tell their teacher what sort of alien it is by reading the word. This not only makes the check a bit more fun, but provides the children with a context for the nonsense word which is independent from any existing vocabulary they may have. Crucially, it does not provide any clues, so your child just has to be able to decode it. Children generally find nonsense amusing so they will probably enjoy reading these words.

When is the Phonics Check?

The phonics screening check will take place in the June. By the end of the summer term parents will receive information of their child's phonics score and whether or not they have met the standard.

How can I help my child?

Phonics works best when children are given plenty of encouragement and learn to enjoy reading and books. Parents play a very important part in helping with this.

Some simple steps to help your child learn to read through phonics:

- Have a look at our school website. There you will find a page all about phonics and reading and you can learn about our approach to teaching phonics and there are also some ideas for things you can do at home.
- Regular reading, every day. There is no substitute for regular reading. Encourage your child to 'sound out' unfamiliar words and then blend the sounds together from left to right rather than looking at the pictures to guess. Once your child has read an unfamiliar word you can talk about what it means and help him or her to follow the story.
- Word games like 'I-spy' can also be an enjoyable way of teaching children about sounds and letters. You can also encourage your child to read words from your shopping list or road signs to practise phonics.
- The following websites can help your child practise their phonics:
 - www.phonicsplay.co.uk
 - www.topmarks.co.uk/english-games/5-7-years
 - www.ictgames.com/literacy
 - www.bbc.co.uk/bitesize/ks1/literacy/phonics
- Use 'phonic mats' to help your child recognise phonemes and to help when writing words. For parents registered for emails, we will send these to you in one of our weekly emails. If you do not have access to email and would like a copy, please ask your child's class teacher.

Here is an example of a 40 word check. For those parents registered to receive emails, we will email you check each week between now and June. This will show the words written in exactly the same way as the check will be presented to the children (with pictures of aliens for the pseudo words). The first emailed check will contain the following words.

Section 1

Pseudo (alien) words			Real words	
tob	sazz	scib	chat	step
zan	marp	freen	hush	sleet
zid	quing	soost	heel	joist
thet	ond	thelf	check	quilt

Section 2

Pseudo (alien) words		Real words		
feap	gleast	pawn	slink	lucky
shabe	shrint	mole	flaunt	ginger
trowd	splebe	swine	stray	intrude
thair	splubs	chair	straps	swimming

If you need any further information, please don't hesitate to get in touch.