

Meet the teacher Year 1

Autumn 2023

Introduction

- Class Teacher

Mrs Salik

- Support Staff

Mrs Brown (HLTA) and Miss West

Aims

Our aim is to ensure that the children experience a smooth transition from the Early Years

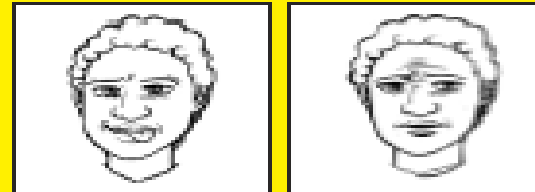
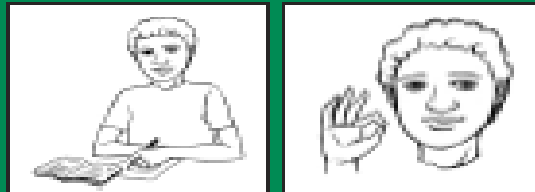
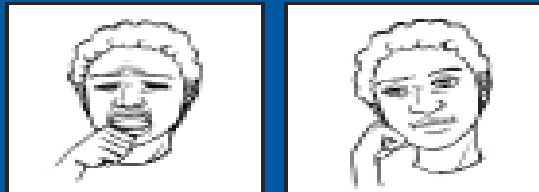
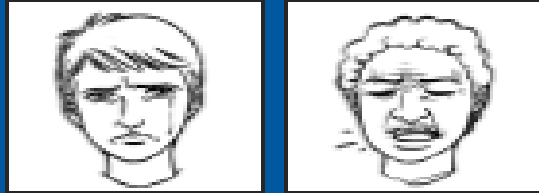
Foundation Stage to Key Stage One.

- The Year 1 curriculum extends the experiences that children have had in Reception. During the first half term, children will learn through structured, play based activities which builds upon their Early Years experience.
- We believe in providing children with a broad and well balanced curriculum through a range of individual, small group and large group activities.
- Learning through play will continue to be an important part of the school day, so that, as the year progresses, the children will remain motivated, enthused and eager learners.

Key dates

- PE days: Wednesdays (with PE coach) and Fridays
- Homework days: Fridays to be returned the following Wednesday
- Changing reading/library book days: Fridays.
- Please sign your child's reading record once a week.
- Music lessons. Singing assemblies plus an additional 45 minute lesson Tuesdays delivered by Specialist music teachers.
- Google Classroom Coffee Morning: 27th September at 9-10am
- Parent consultation day: 12th October 13.30-6.30pm

The **ZONES** of Regulation®



BLUE ZONE

Sad
Sick
Tired
Bored
Moving Slowly

GREEN ZONE

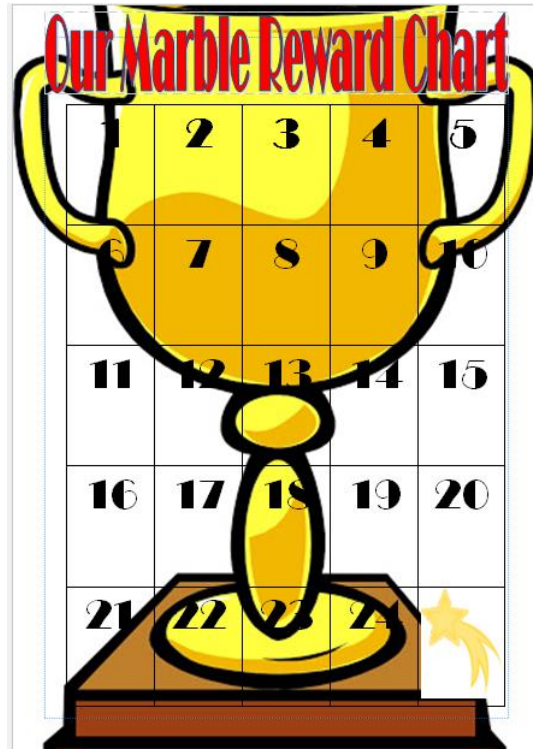
Happy
Calm
Feeling Okay
Focused
Ready to Learn

YELLOW ZONE

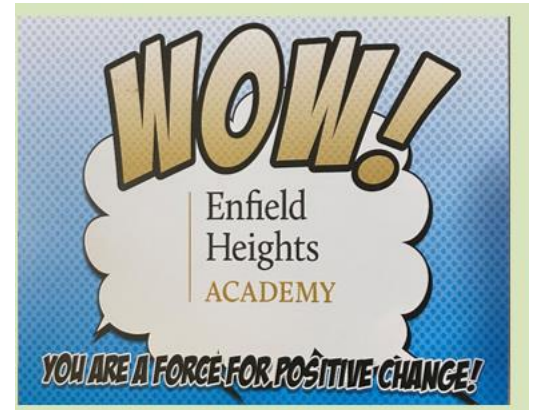
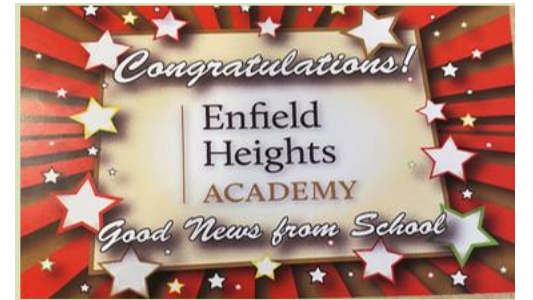
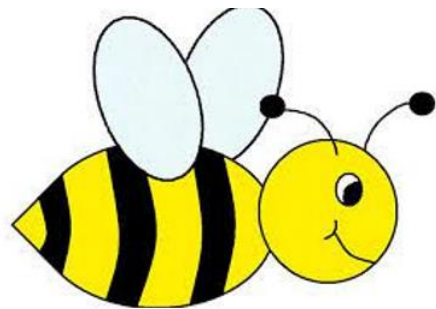
Frustrated
Worried
Silly/Wiggly
Excited
Loss of Some Control

RED ZONE

Mad/Angry
Terrified
Yelling/Hitting
Elated
Out of Control



We have a two-strike rule



Behaviour

- Marble reward system

Children get a marble at the end of the day for displaying positive learning behaviours. When there are 25 marbles in the jar, children get a reward of their choice (decided by rolling a dice)

HT and SLT can give extra marbles for displaying school values.

- School values, respect, kindness, resilience, bravery.

Enfield Heights Academy's Behaviour Guidance



| CLEAR VERBAL WARNINGS (LEVEL 1 BEHAVIOUR) | RESTORITIVE TIME/REFLECTION SHEET (LEVEL 2 BEHAVIOUR) | ESCALATION TO SLT (LEVEL 3 BEHAVIOUR) |
|--|---|--|
| <ul style="list-style-type: none"> • Teasing/name-calling • Pushing in line • Talking when adult is talking • Staying in playground after the break/lunchtime is over • Interrupting or calling out • Attention-seeking/clowning around • Distracting others • Avoiding work/wasting time • Careless with school equipment • Running inside/rolling around • Arguing with other pupils • Spoiling other pupils' games • Play fighting | <ul style="list-style-type: none"> • Persistent <u>Level 1</u> behaviour • Continuing to distract other children's learning • Refusing to follow instructions • Rudeness to adults • Spitting on the floor • Lying • Deliberate defiance/disobedience • Biting, hitting, kicking • Scribbling on desk or on others' work • Frequent disruption of lessons • Graffiti/vandalism to property • Swearing | <ul style="list-style-type: none"> • Persistent <u>Level 2</u> behaviour • Any form of abuse, discrimination or prejudice because of gender, race, disability, religion or belief. • Bullying • Leaving the classroom without permission • Any unsafe behaviour online • Possession of harmful items • Persistent disruption of lessons • Putting themselves or others at risk of harm • Stealing • Spitting at others • Fighting • Verbal/physical abuse to adults • Using swear words in a violent or intimidating way • Vandalism – deliberate damage to school property • Dangerous defiance – refusal to follow instructions • Unwanted physical touch • Causing bodily harm • Persistent hitting, hitting, kicking |

Behaviour

'Speak out'



- **Step 1**

If someone makes you unhappy at school through their behaviour or what they say to

you, say **"Stop it, I don't like that."** Speak Out

- **Step 2**

If the behaviour continues, try again and say **"Stop it, I don't like that."** Speak Out

- **Step 3**

If the behaviour which is making you feel unhappy still continues, find an adult and tell them. Speak Out

Please practise at home with your child.

Consequences step by Step:

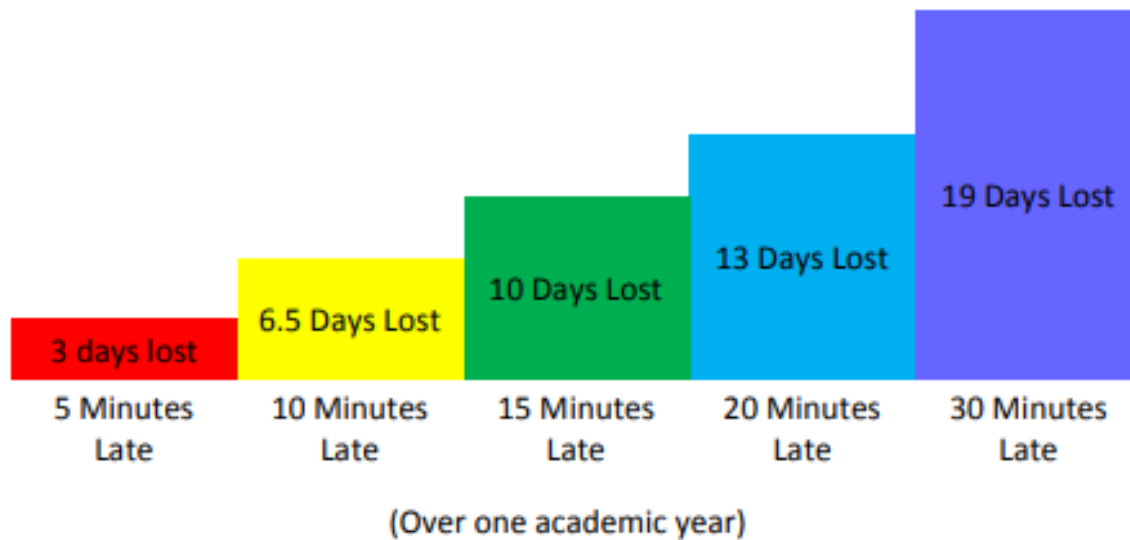
- **First** verbal warning
 - **Second** warning = CT will write your name on board. Time out in classroom if needed (5min)
 - **Third** warning = Restorative conversation with class teacher.
 - **Fourth** warning = 15min time out in a partner classroom. Reflection sheet completed. **Parents informed**
 - **Fifth** warning = If a child continues to exhibit the same behaviours sent to Mr Currie, Mr Venn or Mrs Powrie . Consequences are based upon an individual child's needs. **Parents informed.**
-
- If a child receives three reflection sheets from their class teacher during one half term, they are sent to Mr Currie, Mr Venn or Mrs Powrie where they will have a behaviour reflection conversation. **Parents informed.**

Attendance

- At a minimum we expect children to be in school for **96%** of the time. This can still equate to 8 days of learning missed.
- If your child's attendance drops down to below 90%, this means almost 4 weeks of lost learning!
- Attendance is tracked weekly and celebrated in our assembly on Wednesdays.
- Parents/carers will be contacted and invited for a meeting with attendance lead (Mr Venn) if your child's attendance is declining to explore why.

Punctuality

- Every minute counts!
- If a child is late every day, their learning as well as the other children in the classroom is disrupted. Below is a graph how being late to school every day adds up to lost learning time.



Uniform expectations

- Dark grey tailored trousers, skirt or pinafore
- Dark grey tailored knee length shorts in the summer (optional)
- Red and white checked dress in the summer (optional)
- White shirt **(not polo shirt)**
- Grey sweatshirt with the academy logo
- Grey cardigans with the academy logo (optional)/could be plain grey
- Socks and tights need to be plain black, grey or white
- EHA tie
- **Please label every item of uniform with your child's name and class**

**Children should always be smart:
School jumper (worn or held, not tied
around the waist)**

White shirt (not polo)– always tucked in

Footwear:

- Plain black school shoes
- Plain black flat boots (winter)
- Black shoes should be flat. They should not have any flashing lights as they are distracting for all children. Children that are not in the correct footwear will be asked to change into plimsolls for the rest of the school day.

**Please speak to us if you require help
with uniform.**

PE kits

- White T-shirt (given to each child)
- Black Enfield Height PE sweatshirt
- Plain black shorts or black jogging bottoms
- Black plimsolls (indoor) Black trainers (outdoor)
- Children to come in wearing PE on PE days.

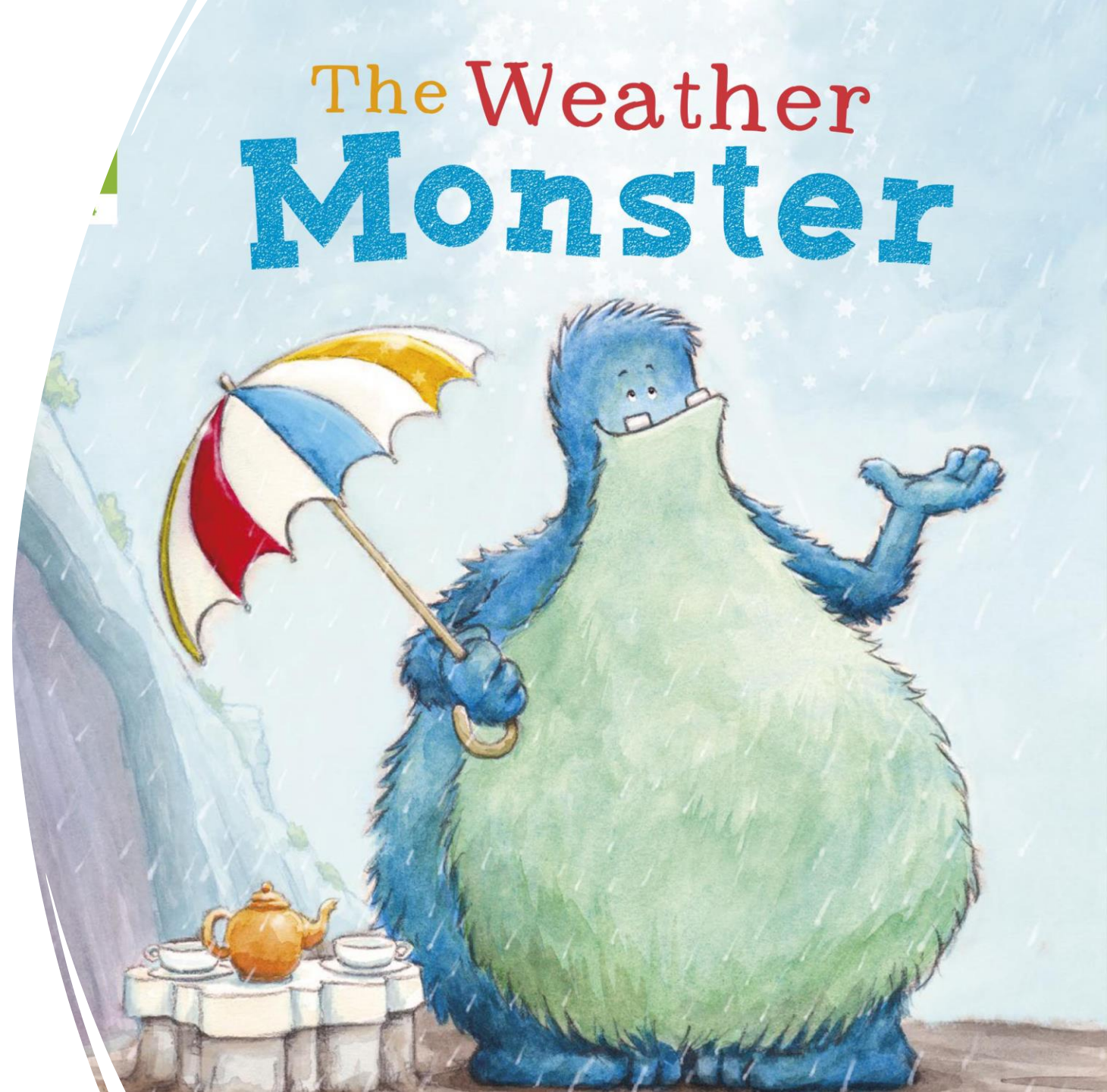
Other uniform requirements

- All headwear must be plain black, burgundy or white in colour
- Plain gold or silver stud earrings are permitted but never on PE days. Watches are allowed; they need to have plain straps, preferably in black. Expensive jewellery is discouraged
- All children require an academy book bag bearing the school logo, which can be obtained from our main uniform provider
- Our main uniform provider for Enfield Heights Academy is Smiths Schoolwear on Lancaster Road – available to purchase online and be delivered either to your home or to school

English

The weather monster

- Letter formation
- Correct posture and holding a pencil correctly.
- Finger spaces
- Capital letters and full stops
- Simple sentence structure



Home Reading

Children to bring home **two books: a banded book** and a **book for pleasure**.

Banded books - matched to their attainment reading level. They will work through a series of banded books and work their way through the year groups banded colours. Throughout the year, the child will be monitored and assessed as to when they can move up to the next level by the class teacher.

Reading for pleasure – This is a book they have chosen to read for their enjoyment. This could range from a comic, magazine, fiction etc.

Reading book bands

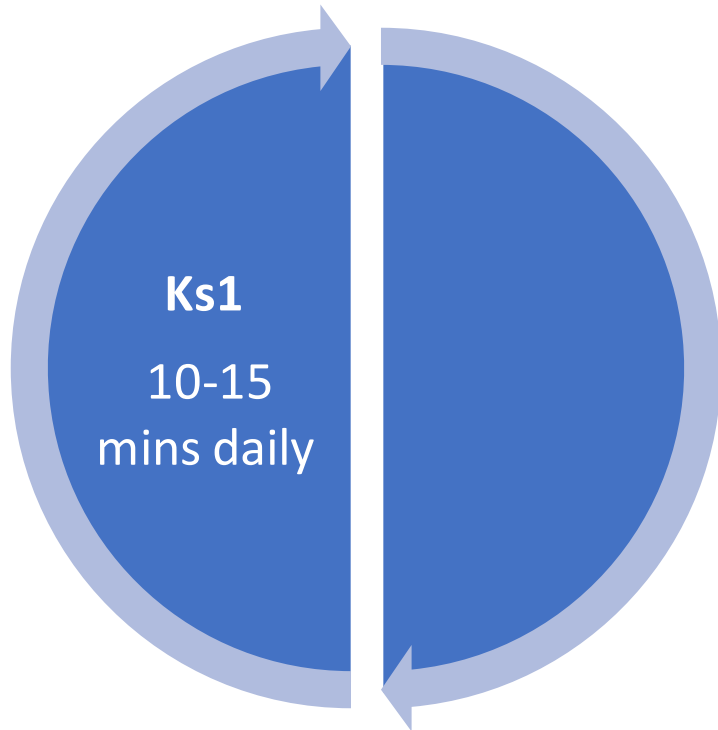
| Colour Band | Year group | RWI colours |
|-------------|--------------------|---------------|
| Mauve | Reception | Red Dots 1-5 |
| Pink | Reception | Red Dots 6-10 |
| Red | Reception & Year 1 | Green Purple |
| Yellow | Year 1 | Pink |
| Dark Blue | Year 1 | Orange |
| Dark Green | Year 1 | Yellow |
| Orange | Year 1 | Blue |
| Turquoise | Year 1&2 | Grey |
| Purple | Year 2 | |
| Gold | Year 2 | |
| White | Year 2 | |
| Lime | Year 2&3 | |

| | | |
|--------------|----------|--|
| Brown | Year 3 | |
| Light Purple | Year 3&4 | |
| Grey | Year 4 | |
| Light Blue | Year 4&5 | |
| Maroon | Year 5 | |
| Black | Year 5&6 | |
| Fuchsia | Year 6 | |
| Cream | Year 6 | |
| Silver | Year 6 | |

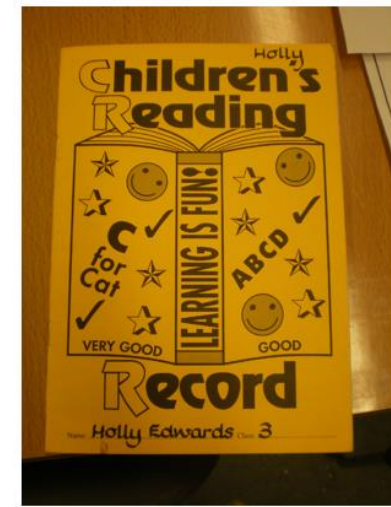
Your role

Recording in reading record books

Frequency of reading expectations



- **KS1** – adults need to sign that they have read daily and can write a comment 2/3times a week.



Prompt for your questioning







- Each reading record will have your child's colour band on the **left-hand side of the yellow reading record**. It will also display all the varying reading skills they are assessed on the left inside cover of the reading record book.

| Reading targets – Year 5 | |
|--|---|
| <p>Reading with greater fluency and being able to decode a range of unfamiliar words are key skills in reading. Furthermore, children need to demonstrate a deeper understanding of what they have read. This will allow them to fully master the skills of reading. At Cuckoo Hall, we assess children using six assessment foci derived from the National Curriculum. Below are a range of questions linked to each assessment focus which you could ask your child when listening to them read daily.</p> | |
| <p>Assessment Focus 1: Word Recognition Use a range of strategies, including accurate decoding of text, to read for meaning.</p> | <p>At what pace should this story be read? Are you reading at the appropriate speed? Are there any uncommon prefixes in this passage?</p> |
| <p>Assessment Focus 2: Reading Comprehension Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.</p> | <p>Can you skim the page to locate...? How would you summarise the key events in this chapter?</p> |
| <p>Assessment Focus 3: Inference and Deduction Deduce, infer or interpret information written or shown from texts.</p> | <p>What evidence do you have to show how the character is feeling or the reasons behind their actions? E.g. Throwing pots and pans around the room showed he was angry. Is this statement fact or opinion? How do you know?</p> |
| <p>Assessment Focus 4: Structure & Language for Effect Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level for effect. Explain and comment on writers' use of language, including grammatical and literary features at word and sentence level for effect and meaning.</p> | <p>How have paragraphs been used to develop the plot? E.g. building up to the climax. How has the author used language to create different moods in the text? E.g. He begins with a description of a forest to create suspense and tension.</p> |
| <p>Assessment Focus 5: Language & Theme Identify and comment on the writer's purpose and viewpoint and the overall effect of the text on the reader (literariness of the text, characters, issues, arguments raised in the text). Relate texts to their social, cultural and historical contexts and literary traditions, important ideas, underlying themes (the central ideas running through the text).</p> | <p>Can you identify the main theme of this narrative? What evidence is there to support your opinion? Can you think of another text that you have read that has a similar event or viewpoint? What makes it similar? How have the two authors portrayed the event or viewpoint?</p> |
| <p>Assessment Focus 6: Attitude, Engagement and Vocabulary Develop a positive attitude and love for reading within a wide range of texts, e.g. stories, poems and non-fiction. Discuss, debate, perform and present texts which they have read. Gain knowledge across the curriculum, e.g. increase vocabulary, develop imagination and use in their own writing.</p> | <p>Would you recommend this book to someone else in Year 5? Why or why not? Can you recite your favourite section of the poem off by heart?</p> |


















RWI Phonics

- Practise Set 1 and set 2 sounds everyday.
- Blending sounds to read words.
- Phonics screening check: Week commencing 10th June.
- Children tested on their ability to segment, blend and read 40 words: 20 Alien words and 20 real words.

Speed Sounds Set 2

| | | | | |
|---|--|--|---|--|
| ay may I play?  | ee what can you see?  | igh fly high  | ow blow the snow  | oo poo at the zoo  |
| oo look at a book  | ar start the car  | or shut the door  | air that's not fair  | ir whirl and twirl  |
| | | | ou shout it out  | oy toy for a boy  |

Speed Sounds Set 3

| | | | | |
|---|--|---|--|---|
| ea cup of tea  | oi spoil the boy  | | | |
| ā-e make a cake  | ī-e nice smile  | ō-e phone home  | ū-e huge brute  | aw yawn at dawn  |
| are care and share  | ur nurse with a purse  | er a better letter  | ow brown cow  | ai snail in the rain  |
| oa goat in a boat  | ew chew the stew  | ire fire, fire!  | ear hear with your ear  | ure sure it's pure  |

Times table information

| Year group | Multiplication expectations | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------------|--|--------------------------------------|---------------------------------------|--|---|--|--|
| Reception | Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. | | | | | | |
| Year 1 | Count in 2, 5, 10 | Experience of counting in 2, 5, 10's | | | Intro 2x | Intro 5x | Intro 10x |
| Year 2 | Count in steps of 2, 3, and 5 from 0, and in 10s from any number, forwards and backwards. | 1x 2x | 2x 5x Related word problems | 10x Intro 3x Related word / reasoning problems | 3x Related word/ reasoning problems | Recap all Related word/reasoning problems | Recap all Related word/reasoning problems |
| Year 3 | Count from 0 in multiples of 4, 8, 50 and 100 | 2x 4x | 4x 8x | 3x | 4x 8x | 3x 6x | 6x 12x |
| Year 4 | Count in multiples of 6, 7, 9, 25 and 1,000 | 6x 12x | 7x | 9x 11x | 4x 8x | 7x 9x | 12x |
| Year 5 | To multiply and divide fluently | Recap 6x 12x | Squared Cubed | Recap 7x 9x | Recap 4x 8x | Recap 3x 6x | Squared Cubed |
| Year 6 | To multiply and divide fluently | Recap 7x 9x & division facts | Recap 3x 6x Cubed & division facts | Recap 2x 4x 8x Squared & division facts | Recap 12x Squared & Cubed & division facts | Gap analysis | See year 7 expectations |

Times tables

- Practise times tables at home by old fashioned chanting
- Ask your child times tables questions out of order – such as 1×2 , then 2×5
- Use Apps and games to help build up speed
- <https://www.timestables.co.uk/speed-test/>
- <https://mathsframe.co.uk/>
- <http://www.timestables.me.uk/>
- Times Tables Rock Stars

Curriculum

| Medium Term Planning | Learning Journey Map | Term: Autumn 1 | Weeks: 7 |
|---|---|---|--|
| Mapping curriculum content-knowledge and skills; creating cross curricular links; generating learning opportunities; composing the bigger picture | | | |
| Teaching and Learning Principles and Curriculum Driver | | | |
| Equality of Opportunity Raising pupil aspiration through inspiration, opportunity and fulfilment; Access to academic excellence; Opportunity to enhance and develop skills/talent; Developing dedication and resilience | Enquiry Based Learning Creative thinkers; Real life challenge Risk taking; Resourcefulness; Enterprise; collaboration; Independent; Fostering and applying thinking skills | Inspire awe and wonder Use stimuli to motivate and inspire- visits, visitors, artefacts, books, videos, plays, role play etc. | Force for Positive Change |
| -Access to role play area with a variety of tools to measure the weather. - Children will dress for a weather type and experience different seasons. | - Exploring how the weather changes and how we record the weather. - Using different sources to gather factual information . -Create a windsock and a rain gauge. | - Exploring tools to measure the weather with. - Watching extreme weather videos. - Creating a weather station in class. - Spending time in nature | -Turning off the lights to save electric & the polar. - Reusing bottles to make a purposeful product. |

YEAR 1
Title: What's The Weather?

Big Bang
 Sensory experience of weather and seasons.

Special Events
 - Season experience
 - Weather experience

Celebration - Autumn walk

Computing
 - Debugging and problem solving.
 - Using algorithms to create a movement.

PSHE & P4C
 - Relationships
 - Friendships
 - Challenges

Key Curriculum Areas:
 Science, Geography & Art

Learning Journey - Science
 - To observe changes across the four seasons in the context of weather.
 - To ask simple questions about the weather.
 - To observe and describe the weather in autumn.
 - To observe and record the weather in autumn.
 - To observe how the day length varies.

Learning Journey - Geography
 - To locate the UK and the four countries.
 - To identify seasonal weather patterns.
 - To compare the weather in the four seasons.
 - To investigate hot and cold areas of the world.
 - To record and identify weather and climate patterns.

Art - Painting
 - To mix primary colours to make secondary colours.
 - To add white and black to make tone and tint.

Maths
Place value
 - Count forwards to 20 from any given number.
 - Finding 1 more or numbers up to 20.
 - Identify and represent numbers using objects and pictorial representations.
Addition
 - To read, write and interpret mathematical statements using addition (+) and equals (=).
 - Adding numbers using concrete objects.
 - Adding two one-digit numbers to find a total amount.
Geometry- 2D shapes
 - Recognise and name common 2D shapes.
 - Identify circles, triangles, **squares** and oblongs (rectangles).
 - Recognise shapes in the environment.
Number - Fractions
 - To recognise $\frac{1}{2}$ as one of two equal parts.
 - To find $\frac{1}{2}$ of a shape.

PE
Outdoor- Athletics
 -To take part in obstacles.
Indoor- Dance
 -To copy & explore movements.

English
Poetry
 A calligram- shape poem on weather.
Fiction
 -The Weather Monster by Steve Smallman.
 -To write a character description of Ron the Weather Monster.
 - To orally retell and sequence story.
 - To retell the narrative using simple sentences.
Non-Fiction
 -To write a recount.
 -To use key vocabulary.
 -To write simple sentences with spaces.
Spelling: Autumn 1 Spelling list
Handwriting: *p.e.e -c.u.r.s.e.*
Guided Reading: daily session reading skills.
Phonics: daily sessions teaching
Cross Curricular Links - The Weather

Music
 -To learn and perform a new song.
 -To listen with intent.
 -To perform a song.
 - To practice and refine a song.

Please check our website:
<https://www.enfieldheighthsacademy.org.uk/>

Assessment

- Teacher Assessment Framework (TAP) Years 1, 3, 4, 5
- Teacher Assessment Profile (TAF) Years 2 and 6
- Will be given at the end of the session
- **Expectations for your child for the academic year**
- We will assess every half term and communicate with parents/carers regarding progress

Trips

- Trip to the park as part of our 'What's the weather?' learning journey for Autumn 1.

Home learning

- Google Classroom
- Reading
- Timetable practice –Timetable Rockstars (log ins)

Concerns/Communication/Pathway

- Pass any information that could be relevant for the day (office/member of staff at the gate, teacher)
- Address class team first; request appointment
- Speak to Mrs Salik (Year 1,2, 3 Teaching and Learning Lead)
- Request a meeting with DHT Mr Venn (contact office)
- If you are still concerned and situation has not been resolved, request an appointment with HT Mrs Powrie
- SEN concerns-Mrs Radmore and Ms Monaghan

How to help your child at home

- Practise sounds every day (sound mat will be sent home to support).
- Read with your child for 15 minutes a day.
- Google classroom.
- Practise counting in 2s, 5s and 10s e.g. when going up/down stairs, in the car etc.
- Practise holding a pencil correctly and letter formation e.g. by getting children to write their names on lined paper.

Thank you

Any Questions?

