

Year 1 Parent Handbook 2019-2020



Welcome to the new school year!

Introduction

Within this booklet we have put together an overview of the curriculum for your child this year and also some general information and reminders that we hope you will find useful. The booklets are specific to each year group so if you have more than one child please do read each booklet.

Working Together

Your support is important to enable your child to do as well as they can and we value a close working relationship with parents and carers. We aim for children to leave our school having achieved their best, by developing their skills and talents through a range of learning activities and experiences. The school teaches a broad and balanced curriculum that includes the National Curriculum, which is enriched through additional events and activities. We do expect children to fully participate in events and educational visits. If there is a concern or difficulty in your child participating please speak to Mrs Finch in confidence.

Your child will be given homework activities which are detailed in this booklet. Please do support your child in completing these. It is important that homework is done so that your child can participate confidently during follow-up activities in school.

Your child's teacher will be the key point of contact for you and it is most helpful if you let the teacher know about any matters that may affect your child, so that we can support them in school. You may sometimes have questions or concerns and your child's teacher will be happy to discuss these with you. Brief updates, for example about end of day collection, can be easily exchanged at the classroom door as your child arrives for school. However, it is best to arrange a meeting for the end of the day if you wish to have a more lengthy conversation.

Most matters will be appropriately discussed and resolved with the teacher. However, you may feel a matter is more appropriately discussed with a more senior member of staff, in which case you may wish to arrange a conversation with either Mrs Houghton/Mrs Hall (key stage lead), Mrs Ross (Deputy Headteacher) or Mrs Finch (Headteacher). Any conversations or meetings can be arranged either directly with the class teacher or via the school office.

Attendance

We value children's good attendance and children receive bronze, silver and gold certificates for 100% attendance each term. There is a strong link between children's good progress in school and their good attendance. We are a local authority school and governed by their policies. It is not permitted to take children out of school for a holiday during term time. Exceptions are made for families in the armed forces if a parent is due to go/returning from a tour of duty. If you do feel there is an exceptional reason for your child to be absent from school, the request should be made in writing at least two weeks prior to the event, marked clearly 'Request for Authorised Absence', and handed into the school office. Any requests will be considered and authorised at the Headteacher's discretion in accordance with the Local Authority and National guidelines.

Welcome to Year 1

Key Stage Leaders – Mrs Hall and Mrs Houghton

Holly Class – Mrs Metcalfe

Sycamore Class – Mrs Pearson and Mrs Burrett

Chestnut Class – Mrs Houghton



We are a Values School!

Shefford Lower is a values school. Below are the values for each month. Although we have two values to focus on each month, the other values are still used, modelled and lived every day in school.

Children are rewarded with a stamp on their individual values leaf when they have demonstrated one of the school's values. Special Milestone Leaves are awarded to the children in assembly when they have achieved certain numbers of stamps.

Start	End	 Values 2019 – 2020
Sept 4 th	Sept 27 th	<p><u>Unity & Belonging</u></p> <p><i>Starting in our new classes with a sense of togetherness and belonging. Belonging and working together in our school, as a new class, in our house groups. Developing our community by building each other up and including everyone in our groups so that they feel a sense of belonging.</i></p>
Sept 30 th	Oct 18 th	<p><u>Respect & Responsibility</u></p> <p><i>Respect for everyone and everything. Taking on responsibility, owning our mistakes or our errors of judgement and resolving to learn from these experiences.</i></p>
Oct 29 th	Nov 22 nd	<p><u>Tolerance & Friendship</u></p> <p><i>This is also Anti-bullying month. Tolerance is understanding.</i></p>
Nov 25 th	Dec 20 th	<p><u>Peace & Understanding</u></p> <p><i>Following on from tolerance, what is peace, and how can we bring peace about – conciliation, finding resolutions, solving problems together. Understanding the other perspective, understanding what other's need.</i></p>
Jan 6 th	Jan 24 th	<p><u>Excellence & Quality</u></p> <p><i>Not accepting less than our best, but striving for excellence. Practising to develop quality. Rehearsing and trying to that we achieve what we believe is possible.</i></p>
Jan 27 th	Feb 14 th	<p><u>Love & Kindness</u></p> <p><i>What is love (non-romantic kind) and how it is shown through acts of kindness, and being thoughtful to others</i></p>
Feb 24 th	Mar 13 th	<p><u>Courage & Determination</u></p> <p><i>Courage when you least feel like trying. Not giving up. Knowing it is worth it, if not immediately, then in the long-run. Courage when you are a lone voice in a crowd, when peer pressure is high etc</i></p>
Mar 16 th	Apr 3 rd	<p><u>Trust & Honesty</u></p> <p><i>True to self, being trustworthy, what we look for in others we place our trust, differentiating between lying and holding back full truth as equally dishonest.</i></p>
Apr 21 st	May 8 th	<p><u>Cooperation & Sharing</u></p> <p><i>Team work, playing a part whether large or small, encouraging each other to be included and feel valued, sharing games, sharing equipment, sharing feelings, sharing friends. Understanding what might make others reluctant to share or cooperate and helping each other overcome these barriers.</i></p>
May 11 th	May 22 nd	<p><u>Thoughtfulness & Patience</u></p> <p><i>Being considerate of others and waiting your turn. Supporting one, another.</i></p>
Jun 1 st	June 26 th	<p><u>Simplicity & Freedom</u></p> <p><i>Enjoying the simple things...around this time of year the flowers and trees are blossoming and we are outside more. We can also talk about various religions that appreciate and encourage mindfulness.</i></p>
June 29 th	July 17 th	<p><u>Happiness and Hope</u></p> <p><i>Lots to look forward to, transition, summer and moving-on to new year groups.</i></p>

Clubs

There are a range of clubs available for the children to join. This information is available from the office and you can apply for your child to join a club should spaces be available. You will be notified if your child has a place in the clubs of your choice.

*Payment and booking is required directly with supplier

Any club changes or updates will be passed to parents via letter or parentmail. Children will be invited to attend at the beginning of each full term.

English

Autumn Term 2019	
Learning in English will be based on books both fiction and non-fiction. There will be a wide variety of texts that we base our learning on that will link to topics and learning in other subjects. The teaching and learning will include reading, writing, and phonics.	
Spellings will include: CVC words (consonant-vowel-consonant (CVC) words) CCVC CVCC CCVCC Words with consonant digraphs Words ending with 'nk' Words ending with 'ff', 'll', 'ss', 'zz', 'ck' Words of more than one syllable Words with 'tch' The 'v' sound at the end of words Adding -s and -es to the end of words Adding -ing, -ed and -er Adding -er and -est Vowel digraphs and trigraphs ai oi ay oy a-e e-e i-e o-e u-e ar ee ea (as in 'ee') ea (as in 'e') er (stressed sound) er unstressed 'schwa' sound) ir ur oo oo oa oe ou	Examples: bad, leg, fit, hop, fat step, drip, frog sand, help, lost grand, print, frost ship, fish, chips bank, pink, think bell, kiss, back pocket, rabbit, picnic catch, fetch, kitchen have, live, give cats, thanks, catches hunting, buzzed, jumper fresher, quickest rain, sail, train oil, boil, join day, play, Sunday boy, toy, enjoy made, take, late these, theme kite, time, slide home, those, note June, use, cube star, park, garden tree, green, week dream, meat, read instead, head, bread her, term, verb summer, winter, butter girl, bird, shirt turn, curl, hurt food, moon, spoon book, foot, wood boat, road, soap toe, goes cloud, round, sound

ow ('ou')	now, down, town
ow ('oa')	grow, grow, show
ue	blue, rescue, argue
ew	grew, drew, threw
ie ('igh')	lie, cried, fried
ie ('ee')	chief, field, thief
igh	high, light, bright
or	fork, born, horse
ore	more, before, wore
aw	draw, yawn, crawl
au	August, dinosaur, astronaut
air	fair, stairs, chair
ear	dear, clear, near
ear ('air')	bear, pear, wear
are ('air')	bare, share, stare
Words ending in -y ('ee' or 'i')	happy, carry, party
Consonant spellings 'ph' and 'wh'	dolphin, phonics, where, when
Using 'k' for the 'k' sound	sketch, skeleton, skip
Adding the prefix -un	unload, unfair, unlock
Compound words	football, bedroom, laptop

Glossary of terms

Compound word	A compound word is formed when two or more words are put together to form a new word with a new meaning e.g. football.
Consonant	A consonant is any letter of the alphabet except for a, e, i, o and u; y is sometimes a consonant e.g. yesterday; sometimes a vowel e.g. worrying.
Digraph	A digraph is a combination of two letters representing one sound e.g. 'ow' in now.
Prefix	A prefix is added at the beginning of a word in order to turn it into another word e.g. <u>un</u> load, <u>un</u> fair.
Syllable	A syllable is a unit of pronunciation having one vowel sound, with or without surrounding consonants, forming the whole or a part of a word; for example, there are two syllables in <i>water</i> and three in <i>inferno</i> .
Trigraph	A trigraph is a group of three letters representing one sound e.g. 'ear' in bear.
Vowel	a, e, i, o, u (and sometimes y) are vowels.

Some useful websites:

Oxford Owl – Phonics:

<http://www.oxfordowl.co.uk/home/reading-site/expert-help/phonics-made-easy>

Shefford Lower School Website: <http://www.sheffordlowerschool.co.uk/>

We are planning on organising some phonics workshops for parents in the Autumn Term.

Mathematics

The national curriculum is designed to ensure all pupils become **fluent** in the fundamentals of mathematics, **solve problems** and **reason** mathematically.

Fluency in mathematics is related to children being able to learn and remember key mathematical facts e.g. the number bonds to 10 ($1+9=10$, $2+8=10$, $3+7=10$, $4+6=10$, $5+5=10$).

Problem Solving is the ability to apply mathematics to a variety of problems e.g. word problems, investigations.

Reasoning is to use what is known about mathematics to tackle a problem and make connections between their learning e.g. *Are all numbers in the 2 times table even? Yes!*

See Calculation Policy (Appendix)

Glossary of terms

Addition	The process of calculating the total of two or more numbers or amounts.
Division	Division is splitting into equal parts or groups.
Fraction	Part of a whole.
Geometry	The area of mathematics that deals with shapes and space.
Measure	To find a number that shows the size of something. Usually the number is in reference to some standard measurement, such as a metre or kilogram.
Multiplication	The basic idea of multiplication is repeated addition. For example: $5 \times 3 = 5 + 5 + 5 = 15$
Number	A number is a count or measurement.
Place Value	The value of where the digit is in the number, such as units, tens, hundreds, etc.
Subtraction	Taking one number away from another.

Topic

In year one our learning will be based on the National Curriculum. We will be led by the children's interests to cover the objectives. This half term our topic is 'All About Me' where we are exploring what the children like to do and their outside of school activities. We will also be learning about the bones in the body and the senses as well as a 'Healthy Me' day.

Computing

The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.



Autumn Term 2018	Spring Term 2019	Summer Term 2019
<p>We are treasure hunters – programming (using <i>programmable toys</i>).</p> <p>We are TV chefs – computational thinking / filming a recipe (using <i>Word, Movie Maker, iMovie, Adobe Premier</i>).</p>	<p>We are painters – creativity / illustrating an eBook (using <i>Tux Paint, Paint, 2Paint, Word</i>).</p> <p>We are storytellers – communication & collaboration / producing a talking book (using <i>PowerPoint, Word, Clicker 5</i>).</p>	<p>We are collectors – computer networks / finding images using the web (using <i>internet browser, PowerPoint</i>).</p> <p>We are celebrating – productivity / creating a card electronically (using <i>PowerPoint, Word, Clicker 5</i>).</p>

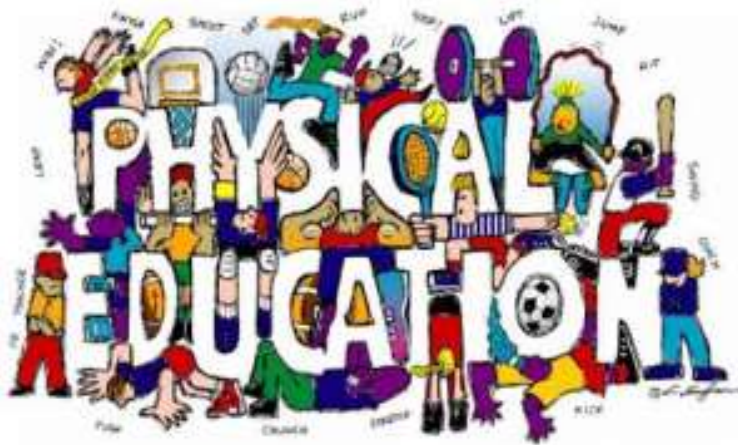
Glossary of key terms

Algorithm	An unambiguous procedure or precise step-by-step guide to solve a problem or achieve a particular objective.
Debug	To detect and correct the errors in a computer program.
Input	Data provided to a computer system, such as via a keyboard, mouse, microphone, camera or physical sensors.
Internet	The global collection of computer networks and their connections, all using shared protocols (TCP/IP) to communicate.
Output	The information produced by a computer system for its user, typically on a screen, through speakers or on a printer, but possibly through the control of motors in physical systems.
Program	A stored set of instructions encoded in a language understood by the computer that does some form of computation, processing input and/or stored data to generate output.
Sequence	To place programming instructions in order, with each executed one after the other.
Simulation	Using a computer to model the state and behaviour of real-world (or imaginary) systems, including physical and social systems; an integral part of most computer games.
Variables	A way in which computer programs can store, retrieve or change simple data, such as a score, the time left, or the user's name.

ESafety: Throughout all of the units children will be taught how to keep safe when using any computer, tablet or website. This will include the safe use of photographs, usernames and email. Children will be encouraged to use tablets and computers in the presence of their parents and your child's teacher will follow up any concerns regarding children's use of Facebook, Twitter, etc. Social Media sites are not considered appropriate for children of lower school age.

PE

PE will be on the following days:



Holly Class – Tuesday & Thursday

Sycamore Class – Tuesday & Thursday

Chestnut Class – Monday and Thursday

PE Kit must be in a drawstring bag therefore **no rucksacks allowed**. These will be stored on pegs.

They will be taught games, gymnastics and dance in school, including some outdoor PE and indoor work using a range of apparatus.

In Year 1 some children may be invited to partake in inter/intra school competitions, including a range of festivals such as Sports hall Athletics, Multi-skills and Gymnastics Festivals arranged by the Redbourne Sports Partnership.

Children are selected to participate in sports festivals based upon their effort, learning behaviours and ability in that area of PE. The school will endeavour to provide an opportunity for as many children as possible to attend these events throughout their time at the school.

Forest School

Forest school for year one will be in the Spring Term for all classes.

Monday – Chestnut

Tuesday – Holly

Wednesday – Sycamore

Forest school is led by Mr Tilbury. The children will spend one week in the school forest area and then the next week we will walk to the woods. The children can come to school in their Forest School clothes and bring their uniform with them to change into afterwards. Please make sure that the children wear warm clothes that you don't mind getting dirty or wet. We will endeavour go in most weather so please make sure that they have appropriate footwear.

Music

In class the children will have an opportunity to compose some music based on creating 'Sea Sounds.' Using the charanga program the children will also be learning musical terminology and how we can manipulate our voices both individually and as part of a group.



General Information

School Book bags can be bought from reception. Children are expected to bring a book bag to school rather than other types of bags as they will need to fit into their class tray.

Snacks: In Key Stage 1 children will be provided with a fruit or vegetable snack. However if they wish, they may bring their own snacks in for morning playtime; these need to be raw or dried fruit and vegetables. We would also encourage your child to bring in their own named water bottle to ensure they get enough fluids during the school day.



Reading: We expect the children to read to an adult at home every day as part of their weekly homework. Children who have read at home will be rewarded every day with a house point.

Spellings: Spellings will be given weekly after half term. Spelling activity sheets should be kept in their red folder. The children should practise (using the look, cover, write, check strategy) their list of spellings up to three times at home before the test. The words will be based on a particular spelling objective.

The test will take place on a Monday and new spellings will be issued on Tuesday. The score they received and the spellings they got wrong will be shared with parents.

MyMaths: MyMaths homework is set throughout the year. The children will have two weeks to complete the activities.

Learning Logs: Children in Year 1 will be issued with a Learning Log activity every two weeks. Children will receive a new learning activity every other week on a Friday, with the work being handed in on a Wednesday.