

Year 1 Parent's meeting



September 2023

















Meet the staff in Y1



★Mrs Meehan

★ Monday,
Wednesday,
Thursday Friday



★Mrs Rollason
Tuesday



★ Mrs Finegan
Mon-Fri

★ Mrs O'Brien

Mon-Fri am

★Mrs Hamilton dinner time

★ Miss Sheedy

Mon-Fri pm

Meet the teacher









I am Mrs Meehan
I have 2 children- Emily is 16 and Elliot is 11.
I support Wigan Athletic.
I like city breaks



Chester Zoo







Djembe Drumming





DT Making a healthy snack



Lots of Fun Maths activites









8

History lessons

• Linzi Prescott came to talk to us.



History lessons

 Lowry art gallery and the Football museum



History



Science



Science



Poetry with Paul



World Book Day!









357





Geography



Wigan Athletic



Year 1 is so much fun!



<u>Attendance - 5 day Challenge</u>

- Aim for 97% attendance this is a 5 day challenge. Your child should have no more than 5 days absence as a maximum.
- All parents want the best for their children and for them to get on well in life. Having a good education is important to ensure that they have the best opportunities in their adult life. They only get one chance at school, and your child's future may be affected by not attending school regularly.
- By law children must attend school
- 90% attendance would mean your child has missed 4 weeks of schooling across the year. This is a huge amount of missed learning
- Below 90% is considered a persistent absentee and you must work with the EWS to create a parenting agreement

Curriculum

Year 1 Curriculum Map

	Term 1		Ter	m 2	Ter	m 3	
	1:1	1:2	2:1	2:2	3:1	3:2	
History	Changes within living memory		Lily Parr/Steve Prescott		Bruegel the Elder and LS Lowry		
Geography		School and Village: Garswood, human and physical features		Towns and Cities: St. Helens, Wigan, Liverpool and Manchester. Human and physical features		UK and the surrounding seas: 4 countries and capital cities.	
			Weather and	d the Seasons			
Calaman	Plo	nts Everyday Materials Animals in				als including Humans	
Science			Seasonal Changes				
Computing	Mouse, keyboard and images Technology around us	Can you spot a pattern? Digital Painting	What is an Algorithm? Moving a Robot	Music for Lovelace and Turing Making Music	Decisions, decisions Grouping data	Completing online labels Digital Writing	
PSHE	Ourselves and others; similarities and differences; individuality; our bodies	Ourselves and others; people who care for us; groups we belong to; families	Being healthy; hygiene; medicines; people who help us with health	Money; making choices; needs and wants	Keeping safe; people who help us	Ourselves and others; the world around us; caring for others; growing and changing	
RE	Christianity (God) Why do Christians say that God is a 'Father'?	Christianity (Jesus) Why is Jesus special to Christians?	Islam How might beliefs about Creation affect the way people treat the world?	Judaism Why might some people put their trust in God?	Hinduism What do Hindus believe about God?	Christianity (Church) How might some people show that they 'belong' to God?	
Music	How Can We Make Friends When We Sing Together? (Introducing Beat)	How Does Music Tell Stories About the Past?	How Does Music Make the World a Better Place?	How Does Music Help Us to Understand Our Neighbours?	What Songs Can We Sing to Help Us Through the Day?	How Does Music Teach Us About Looking After Our Planet?	

Curriculum

		(Adding Rhythm and Pitch)	(Introducing Tempo and Dynamics)	(Combining Pulse, Rhythm and Pitch)	(Having Fun with Improvisation)	(Explore sound and create a story)
Art		al elements of art and colour)	Painting – pigmen	t and colour mixing	3D Dro	awings
DT	Healthy Party Food	A Cast of Characters	Playgi	rounds	Moving	g Books
PE Indoor	Gymnastics Balancing and Spinning on Points and Patches	Gymnastics Balancing and spinning	Gymnastics Pathways – Small and long	Dance (Growing)	Dance (Heroes)	Object Manipulation 2
PE Outdoor	Games Skills Invasion Games Skills 1	Games \$kills Invasion Games Skills 2	Games Skills Net and Wall Games Skills 1	Games Skills Net and Wall Games Skills 2	Fundamental Movement \$kills	Athletics (Athletics 2)
English	Lost and Found — Oliver Jeffers Hansel and Gretel- Grimm Meesha makes friends- Tom Percival The House that Jack Built	Billy and the Beast- Nadia Shireen The Night Before Christmas Non-fiction text about the seasons The Leaf Man	Rapunzel- Grimm Cinderella Snow White and the Seven Dwarves The Shoemaker and the Elves Puss in Boots Sampan – Tao Lang Pee The Grandad tree	Hattie Peck and the Journey Home – Emma Levey Peter Rabbit – Beatrix Potter Bear shaped- Dawn Coulter-Cruttenden The Owl and the Pussy Cat – Edward Lear	Meerkat Mail - Emily Gravett Lila and the Secret of Rain - David Conway and Jude Daly Non-fiction text about animals	The Jolly Postman – Allan Ahlberg The Night Box Orion and the Dark- Emma Yarlett Astrogirl- Ken Wilson-Max Cats Sleep Anywhere – Eleanor Farieon The wild woods

Year: Year 1 Term: Autumn 1

Changes within living memory (Grandpa Alfred and his family)

Learning End Points
History in the study of people, alease and exerts in the post.
Steps have changed over 100 years
Home have changed over 100.
Technology has changed over 100.
Schools and education have changed over 100.
Schools and education have changed over 100.

Sticky Knowledge

- Know lives of their grandparents and parents are different to their own
 Know what it is the when I am 2, when my parents were 2 and my grandparents were 2.
 Know how to order a few artifacts by oge and a of timeline.
 Know people and things change over time

Important prior knowledge which will be retrieved at the start of the unit

To know how I have changed Chronology of life up to now

To know about events in the past

Toys in the past are different to toys now Things change over time

Things	lhings change over time						
Lesson	Learning End Points Sticky knowledge	Being a historian (ie/ analysing artefacts; developing an hypothesis) core historical concepts	Lesson activities Think carefully about the sequence of activities building up knowledge	Transferable threads	Vocabulary		
1	History is the study of people, places, and events in the past. Know that people and things change over time. Know how to order a taw orderion; and orderine.	Streetless Know where people and events fit on a book treating Madificus New similarities and difference between any of the at different treat. Code is the objects according to ope	Recognitive of work from recognition. Build on this to make a simple stream. Timelines show the proming of time study in order. Street when the common stream and the stream of the st	Substantive Concept Invention Industry Invention Industry	Old New Clost Neweit Chanse Order Compare modern Olden days Timeline		

2	Shops have changed over time. Mrow five of their grandporent and porents are different to their own. Mrow what it is like when I can's, when my parents were 5 and my grandporents were 5.	Change and continuity Similarity and difference Streamlers Know when people and events fit on a basic translar. Beautiful and the streamler of the streamle	Use the timeline from week 1 again to recap concept of timeline and chronology. Children to name and talk about shops today. Show them shops from when Grandpa Alfred and Mum were 5. What is the same and what is different? Put them on a timeline. Which is the oldest? How do you know?	Substantive Concepts Invention Industry Disciplinary concepts Cause Consequence Change and continuity Similarities and difference Historical significance Source and evidence Historical interpretation	Old New Oldest Newest Change Crder Compare modern Olden days Timeline Hightbreet supermarket
3	Homes have changed over time. Know how to order a few arterlacts on a timeline. Know live of their grandparents and parents are different to their own. Know what it is like when I am 5, when my parents were 5, and my grandparents were 5.	Change and continuity Similarity and difference Chromober Know when people and events fit on a basic treating Meaning fit of different times. Enquiry Analyse ratifacts Asia question. Thick hour implies find out arrowers.	Children to name and talk about homes that we live in today. Link to work they will do in Geography. Show them inside of home from when Grandpa Alfred and Mum were 5. What is the same and what is different? Put them on a timeline. Which is the oldest? How do you know?	Substantive Concepts Invention Industry Disciplinary concepts Cause Consequence Consequence Consequence Consequence Historical significance Source and evidence Historical interpretation	Old New Oldest Oldest Newest Change Order Compare modern Olden days Timeline

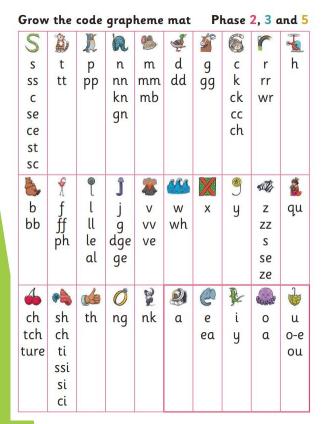
		Cevaleting with to study history by hypothesising, quantioning and investigating Semmunite rates Le common users and phrose relating to posing of time. Tell you about a time before I was born			
4	Technology has changed over time. Kinow how to order a few artefacts on a timeline. Kinow lives of their grandpowers and premise are different to their own. Know what it is like when I am S, when my parents were S and my grandpowers were S.	Analysing artefacts Change and continuity similarity and difference Shamilease Koow where spepile and events fit on a book blastifican few imministes and difference between ways of list at different times. Order of law other according to age. Binguistry Analysis and white fit do at concern. Third how I might find at concern. Third how I might find an according to pusticing and insulgitating Seminarises List common unds and glines midding to posing of time.	Children to name and talk about technology today. Show them pieces of technology from when Grandpa Alfred and Mum were 5. What is the same and what is different? Put them on a timeline. Which is the oldest? How do you know? Give them a chance to look at the old technology in school. Order these on a timeline.	Substantive Concepts Invention Industry Disciplinary concepts Cause Consequence Consequence Consequence Historical significance Source and evidence Historical interpretation	Old New Oldest Newest Change Order Compare modern Olden days Timelline Tellevision County Waltsman DVD
5	Music has changed over time. Know how to order or few ortefacts on or timeline	Change and continuity Similarity and difference Sinclarity and difference Chromaticae Know when people and events fit on a bair simaling. Limiting the provinciation and difference between	Children to name and talk about music today. Show them music videos and CD's MP3, vinyl etc from when Grandpa Alfred and Mum were 5.	Substantive Concepts Invention Industry Disciplinary concepts Cause	Old New Oldert Newest Change Order Compare

Trips and Visitors

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Haigh Hall	Walk around Garswood	Wigan Athletic Linzi Prescott	Djemebe Drumming Financial advisor or bank worker	Lowry Art Gallery and Football museum	Chester Zoo Church
Science- Plants Wild flowers and deciduous and evergreen trees	Geography- looking for physical and human features of a village	PE/ History Football and Lily Parr Steve Prescott Foundation	Music PSHE- Money matters	History/ Geography Lowry and Lily Parr Features of a city	Science- Animals including humans
Approx. cost	Approx. cost	Approx. cost	Approx. cost	Approx. cost	Approx. cost
£12	£O	£O	£0	£35	£33

What is phonics?

- •Children begin to learn phonics (sounds) in early years, both nursery and reception. Once children begin learning sounds, these sounds are used orally to identify and make words. They will then begin to learn the letters which make each of the sounds and these are used to read and spell words.
- •Once children begin learning sounds, these sounds are used orally to identify and make words. They will then begin to learn the letters which make each of the sounds and these are used to read and spell words.
- •Phonics enables children to read and write which opens the door to the rest of the curriculum.







Your children are completing at least 1 phonics session every day.

This includes:

Lesson focus	Revisit and review						Practise and apply			
	GPCs	Words	Tricky words	Focus GPC	Oral blending	Focus words	Example definitions and sentences	Read/write the sentence	Spelling	
/igh/ ie p ie	ai ay a-e ee ea e igh	bead least game stray charming blossoms	t game were one /igh/ ie c-r-ie-d lie tie p		lie tie pie cried tried fried	lie To be in a flat position — I lie down on my bed and go to sleep. This also means to say something untrue — I said sorry after I lied to Mum about brushing my teeth. cried This can mean a shout — "Don't forget your book bag!" Mum cried as I ran into school. Or it can mean that you had a cry — She cried after she fell off the swing. fried Cooked in hot oil — Dad fried two eggs for his dinner.	Tie a ribbon on the tree with pink blossoms.	lie cried + were	Reading practice s	
/igh/ i-e t i m e	ai ay a-e ee ea e igh ie	cried least strip chair boxer shape	were one says	/igh/ i-e	t-igh-m p-r-igh-z s-l-igh-d	time like ripe inside prize slide	ripe Ready to eat — Mum squeezed the pears and said they were ripe. prize An award — She won a school prize for attendance. slide Something in a playground with a slope that you can travel down. Or moving across a slippery surface — I slide over the ice.	I like ripe plums the best and lemons the least.	time like + one	essions with deco

- Every session is the same format meaning the children are very familiar with it and benefit from the repetition.
- All children read at least 3 times a week in a group.
- Some children read one to one with an adult as well.
- Some children receive 'keep-up intervention' sessions as well.

Phonics- pure sounds

https://www.little wandlelettersands ounds.org.uk/reso urces/for-parents/

Phonics Screening Check?

- •Children in Year 1 throughout the country will all be taking part in a phonics screening check during the same week in June.
- •Children in Year 2 will also take the check if they did not achieve the required result when in Year 1 or they have not taken the test before.
- •What the screening doesn't check is children's understanding and fluency.

What will the children be expected to do?

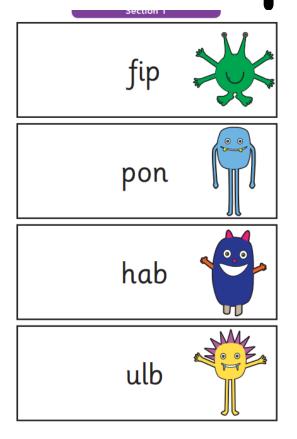
- •The check is very similar to tasks the children already complete during phonics lessons.
- •Children will be asked to 'sound out' a word and blend the sounds together.eg d-o-g dog

•The focus of the check is to see which sounds the children know and therefore the children will be asked to read made up 'nonsense' words.

THIS IS NOT A READING TEST



Examples of words



law glued zoom rice

Reading



- Aim to inspire a love of reading for enjoyment.
- Reading opens up the whole curriculum for children.
- ❖ A large emphasis is placed on reading in Y1.
- Children read at least 3 times a week in school-1 for decoding, 2- prosody, 3- comprehension.
- It is vital for you to read at home with your child and support them with their reading.
- * Reading links across the curriculum
- There are books for children to access for each topic.
- English is taught through a main text giving purpose and meaning to learning.

Reading

Logging in

To access your child's Big Cat ebooks, go to: https://ebooks.collinsopenpage.com/

Enter the username and password as follows....

USERNAME: ubarsw first initial, surname

PASSWORD: Garswoods

(make sure Garswood has a capital G)

the example opposite shows how John smith would log on

If you misplace your password, or are not sure what your username would be, please drop a message in your channel and we will respond.



Every week your child will get an e-book which you need to access via the website. It is a book they have been reading in school. It is vital you listen to your child read this book.

Every week your child will choose a story book for you to hare together.

Year 1 Autumn 1 week 2

Reading Practice Book

Phonic	Phase	

Book Title:	
Read 1: Decoding (sounding out and blending)	
Read 2: Protody (using expression)	
Read 3: Comprehention (understanding the text)	
Celebrate success with an adu	ılt: Please comment below.
Sharing my fantastic reading	
at home.	
M	

Sharing Book

Book Title:

Home/Schoo	l Communication	
\bigcirc		
Any new voco	bulary to remember	

What we enjoyed about this book.

Staff will complete these boxes with notes from reading that has happened in school.

This is for you to fill in when you listen to your child read at home.

The book for sharing is just as important. Make it a special time together.

Any notes for staff or parents to be put in here.

Handwriting

Children's letters should be...

- Sitting neatly on the line
- *Relative size is clearly identifiable
- *****Correct letter formation

All these will help your child move into joined up writing if they are ready when they move to Year 2.

We follow the Little Wandle Handwriting rhymes to help with formation.



Home Learning

- Homework will be sent on a Friday and is to be returned on a Wednesday.
 - Homework will include:
- Reading reading book and shared book. You will be expected to record this on the sheet that will be provided.
- Phonics- A weekly phonics sheet will be provided. This will show the sounds, words and sentences your child has learnt and are to be practiced at home. This is vital.
- Maths- a maths sheet will be sent home to be completed. This will be focussed on the work your child has completed the previous week.
 This is to keep maths skills sharp.
 - Spellings- Each week your child will bring home a set of spellings and tricky words from this weeks phonics work.
 - These will be tested on a Friday.
 - House points will be given for homework completed.

Little Wandle - Letters and Sounds Year 1 Phonics Home Learning

Phase 3 & 4 (review) / Phase 5 - Autumn 1 Week 1

Focus - Review Phase 3 phonemes



Please support your child to practise and reinforce the phonemes and graphemes we are learning in school. More information and support can be found on the Little Wandle website https://www.littlewandle.lettersandsounds.org.uk/resources/for-parents/

Phonemes we will be focusing on this week in school -						
ai	ee	igh	οα			
00	ar	or	ur			
00	ow	oi	ear			

We will be reading and writing words. Can you see this week's focus phonemes?					
tail	feel	right	road		
food	bar	born	surf		
down	join	near	soap		

We will be reading and writing sentences. Can you spot any tricky words? Can you see this week's focus phonemes? Can you read these sentences fluently?

The toads feel so cool.

The boot on my right foot is too hard.

I can see foxes in the car lights.

We can go down to the town on the bus.

We will be practising tricky words. Can you spot the tricky part of the word?				
no	go	SO	my	by
to	into	out	the	

We will be spelling words. Can you write these words? Can you use the correct phonemes?

right hard took hear

Spellings

Year 1 Autumn 1 week 1 Graphemes

ee	00	or	ow			
igh	ar	00	ear			
Spellings						
feel	food	sort	down			
right	hard	took	hear			
Tricky words						
go	my	into	out			

Count and Colour

Read the number and colour the correct amount of objects in each row.

General information

- *Snacks to be brought in daily. These must be a healthy snack. (rice cakes, breadsticks, cheese, yoghurt, fruit, vegetables)
- *Labels all clothing ie. jumpers, fleeces and PE kits.
- ★ Jewellery only sensible watches.
- *Earrings should not be worn in school.
- ★Please send in a labelled water bottle. No juice!
- *1 small keyring on the book bag.
- **★PE** kits (indoor and outdoor) to be brought in and left in school until the end of term.
- ★ Forest School kits to be labelled and brought in a bag and a spare carrier bag only on FS day.



Those who contemplate the beauty of the earth find reserves of strength that will endure as long as life lasts.

There is no wi-fi in the forest but we promise you will find a better connection.

• During one term the children will take part in a range of activities to help to increase confidence, resilience and self esteem.



Activities include:

shelters knots digging craft tree climbing cooking on a fire

the freedom to play and take risks



http://www.garswoodprimary.co.uk/

- for info, dates and galleries

Useful links



https://twitter.com/MrsMGarswood

- Year 1 twitter page

https://whiterosemaths.com/resource minute-maths



https://www.topmarks.co.uk/english-games/7-11-years/spelling-and-grammar

- to access fun spelling, punctuation and grammar games

Safeguarding &

Child Protection at Garswood

At Garswood we want above all to ensure that our children feel safe and happy.

At Garswood we want above all children to feel safe and happy and want to work with you to ensure they are.

A whole range of circumstances can make some children vulnerable including cultural and social influences. For example, time spent online and influences from the online world has increased the risks open to our children.

Our children's education is designed to ensure children feel safe and have the knowledge to tackle any potential issues.

Safeguarding risks that can affect children include.....

- Online grooming
- Domestic abuse
- Drug/alcohol misuse
- Sexual exploitation
- Gang involvement
- Child abuse

All staff at Garswood are aware that any disclosures from children or any safeguarding concern will be reported to a member of staff who, in turn will report to our Safeguarding Leads,

Mrs Potter or Mr Yearsley.

We have a duty of care to report concerns of a child protection nature to Social Care.

If you as a parent ever have any concerns or questions please consult our family support worker, Mrs Helen Evans. Any safeguarding or child protection concerns should be reported to Mr Yearsley or Mrs Potter.

Parental Engagement

- Our door is always open!
- Arrange an appointment through the office to speak to us or send a message via Teams. Please be patient when awaiting a response. We will endeavour to respond as quickly as possible.
 - Mrs Evans is our family support worker.
 - We are a team and it is vital that we work together to support your children so they achieve their potential in school.
- Please don't hesitate to ask questions or ask for help when supporting your child.



