

MEET THE TEACHER

WELCOME TO YEAR 1



INTRODUCTIONS

MISS O RYAN



MISS L BARNETT



MRS L KENNEDY



MRS T RUSS



MRS C BEAMAN



OUR VALUES

At Fulfen, we encourage the following values with our children. Through everything we do in school, we aim to create a culture of:



Fulfen Primary School
Leading the way to a brighter future

Love of learning dream big, have a thirst for learning and achieve your ambitions...

Encouraging to be supportive of yourself and others and value everyone's ideas...

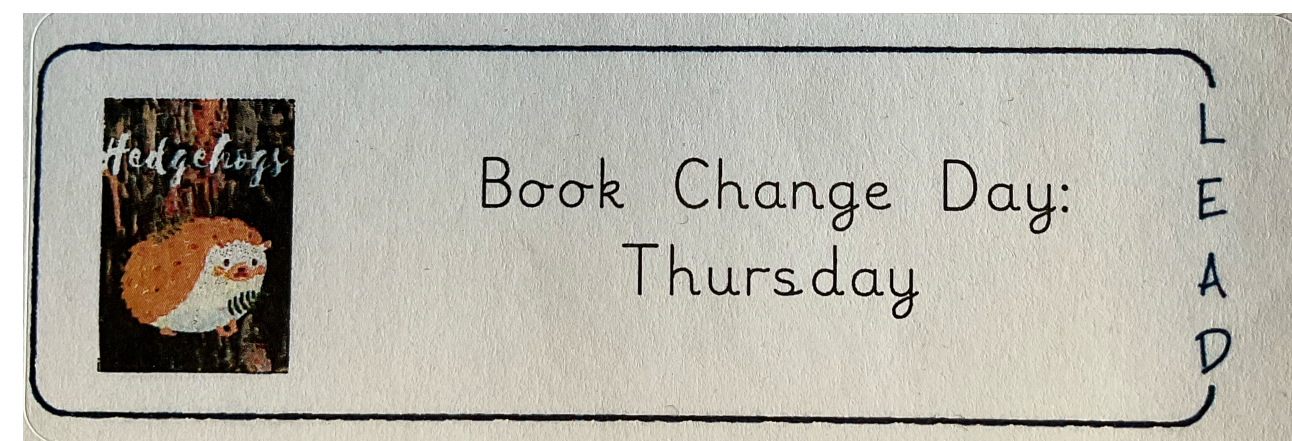
Adaptable being versatile, creative and being prepared to take risks...

Determination being resilient when the going gets tough. ...

EXPECTATIONS

What are the expectations in Year 1 ?

- Reading records, reading book and spelling book to be in school everyday.
- Reading records to be written in once you've read with your child.
- Your child will have a decodable text pitched at their current phonetical knowledge. This book will be their book for the week.
- Your child will also have a book from the class library which is classed as a 'reading for pleasure' book. This book will not be fully decodable and at this point in the year it might be that this book is used as a story to share between yourself and your child.



COMMUNICATION

- Seesaw is our online platform that is used to showcase your child's learning in different subjects, where you can send your child's teacher a message, where you will receive announcements/reminders or receive a 1:1 message from the teacher. If you have not received or have not been able to scan the QR code to sign up to Seesaw please see us the end.
- If you need to pass on a quick message to your child's class teacher, this can be done on the door to the adult when you drop off your child.
- If it is an urgent message, please email or ring the office who will pass this to us. We do not always see messages on Seesaw until the end of the day.



CURRICULUM COVERAGE



Autumn term:

History: Nurses

Geography: Mapping The World

Science: Animals including Humans

Potential wider curriculum experiences: 'Animal Man' £5 approx

Spring term:

Geography: The United Kingdom

History: Changes in Living Memory

Science: Materials

Potential wider curriculum experiences: The Black Country Museum £20 approx

Summer term:

History: The Moon Race

Geography: Weather and Climate

Science: Plants

Mapping the World

Physical Features

Some of Earth's crust is submerged. This part is called the land. Land is divided into large areas of land called continents.

LAYERS OF THE EARTH

Location

There are 7 continents and 5 oceans.

Technology

A compass rose gives direction.

Human Features

There are no permanently living humans in Antarctica and very few animals who have adapted.

Technology

This is Antarctica.

Technology

You can use these resources to help map the world.

Topic Specific Vocabulary

Earth – the planet on which we live. It is a giant sphere. Sphere – a 3D shape that looks like a ball. Hemisphere – half of a sphere. Map – pictures on flat pieces of paper, or a screen, showing features of the Earth. Satellite – objects sent into space. Some of them take photographs of the Earth called satellite images. Axis – the imaginary line that the Earth rotates on. Pole – the most northern or southern parts of the Earth, about which the Earth turns. Continent – a large area of land. Ocean – a large area of saline water. Seas – smaller, enclosed or partly enclosed areas of saline water. Enclosed – surrounded by something. Magma – hot, liquid rock. Submerged – covered by water. Species – plants or animals. Saline – salty.

Y1 Geographical Vocab

Compass: An instrument to find directions. It has a magnetic needle that points north. North: On your left when you are looking at where the sun rises. South: On your right when you are looking at where the sun rises. East: The direction that the sun rises in the morning. West: The direction that the sun sets in the evening. Construct: to build or make. Symbol: Something that represents or stands for something. Environment: external conditions or surroundings. Characteristic: A distinguishing trait. Locate: To find where something is. Place: a geographical point. World: The planet where we live. Globe: A sphere with a map of the world on it. Atlas: A book of maps. Human Features: The impact and behaviour of people. Physical Features: The natural processes of the Earth. Seasonal: Occurring in certain seasons of the year. Equator: An imaginary line around the middle of the Earth.



TIMETABLE

9:15-10:15 - Phonics

10:15-10:30 - Break

10:30-10:50 - Maths or English input

10:50 - 11:50 - Discovery time and Tutor table

12:00-13:00 - Lunch

13:00-13:30 - Curriculum input

13:30 - 14:45 Discovery time and Tutor table

14:45-15:00 - Afternoon playtime

**15:00-15:25- Assembly/Story time/getting
ready for home**



ENGLISH



**Fulfen
Primary
School**

Leading the way to a brighter future

Love of Learning... Encouraging... Achieving... Determination...

Thinking about spelling	Y1
I can spell words with the phonemes I have been taught.	
I can spell the common exception words I have been taught and the days of the week	
I can add prefixes and suffixes to my words: s, es, un, ing, ed, er and est.	
Thinking about handwriting	
I form lower case and uppercase letters correctly, starting and finishing in the correct place.	
I can leave spaces between words.	
<i>I can write cursive letters, with lead ins and lead outs.</i>	
Thinking about composition	
I say a sentence out loud before I write it.	
I can re-read sentences to make sure they make sense.	
I can sequence my sentences into a piece of writing.	
<i>I can start my sentences in different ways.</i>	
Thinking about vocabulary, grammar and punctuation	
I can join sentences and clauses using and .	
I am beginning to use a capital letter, full stop and exclamation mark to punctuate sentences.	
I use capital letters for names of people, places, days of the week and I.	
<i>I always use capital letters, full stops, exclamation marks and question marks correctly.</i>	
<i>I can use a range of conjunctions: because, or, so but.</i>	
Making my own purposeful, powerful choices	



FULFEN
Primary School

Ready for Writing Award



awarded to



Level 1:

- sitting correctly at the table;
- holding the pencil correctly;
- forming some letters correctly, starting in the right place.

Love of Learning...
- dream big, have a
thirst for learning and
achieve your ambitions...

Encouraging...
- to be supportive of
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Adaptable...
- being versatile,
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Determination...
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SPELLING BOOKS

Short vowel words ending in 'ff'.

Date Issued:	 home	
off		
huff		
bluff		
fluff		

Short vowel words ending in 'll'.

Date Issued:	 home	
full		
pull		
shell		
chill		

Short vowel words ending in 'ss'.

Date Issued:	 home	
miss		
less		
mess		
acro ss		

SET ONE

Words ending in double letters 'ff', 'll', 'ss', 'zz' and 'ck'



The letters 'ff', 'll', 'ss', 'zz' and 'ck' usually come after a short vowel sound at the end of short words (1 or 2 syllables).

boss

This word only has one syllable and has a short 'o' sound.

- Your child will be given one set to learn at a time. The set will have the date on it.
- Once your child has learnt it at home and can confidently spelling it, you can tick in the home column.
- The quiz column is for us to test the children in school.
- The first spelling quiz of this half term will be on Friday 20th September.

MATHS

Power Maths/White Rose is a whole-class mastery programme created in partnership with White Rose Maths. We use resources from both Power Maths and White Rose to ensure that your child is provided with a tailored approach in their maths lessons.

These resources are used to provide high quality lessons where all pupils are challenged, encouraging passion for maths and an understanding of real world maths.

There are 3 stages to each section of Power Maths:

- Discover. This is a focused, whole class teaching section. If needed, resources or pre-teaching is given to support or develop the children as appropriate. It includes a practical, real life problem.
- Share. The children follow an interactive section, exploring the different methods that can be used to solve a problem. The session develops gradually, from teacher-led, to small group/paired work, to independent work. The openness of the challenge questions helps to check depth of understanding.
- Practise. The children then access practice questions, following small steps of progression to deepen learning. If children are struggling, the class teacher or TA can immediately be there to support them. They develop real understanding because they are able to think about the problem in different ways. There are also opportunities to reflect on their learning and challenge any misconceptions.



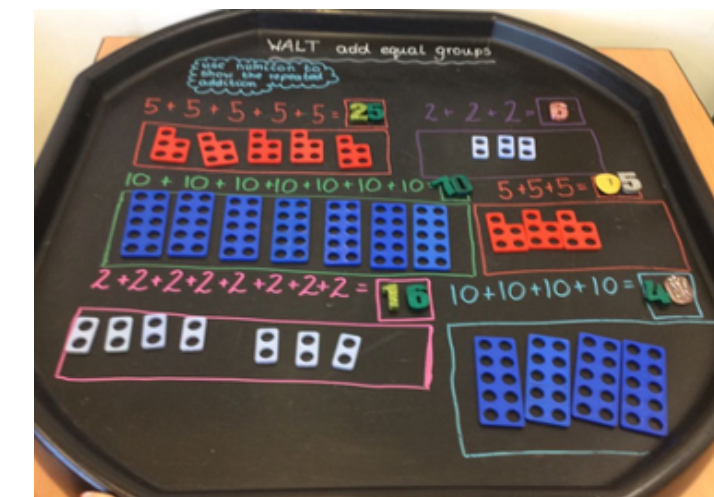
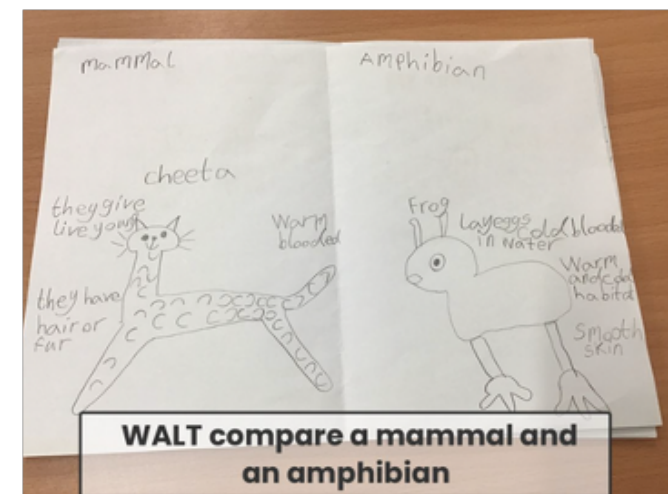
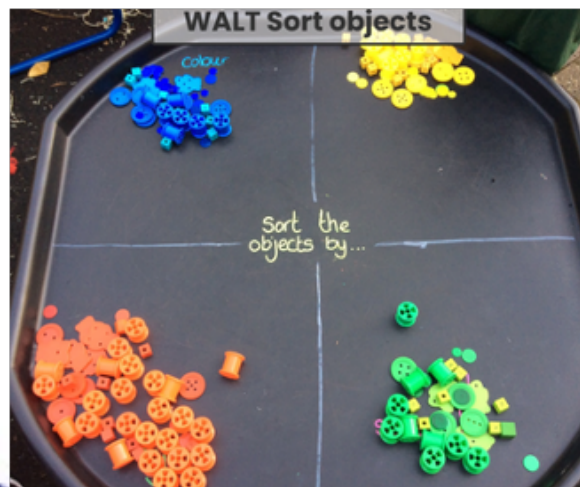
NumBots compliments what your child is learning in school and focusses on securing any gaps in their knowledge, before moving them onto the next challenge. This self paced journey improves children's confidence and means they are fully prepared to tackle each new topic.

We recommend playing for at least 10 minutes a day. NumBots is available to play via the NumBots website or mobile app, so your child will be able to learn maths at home or on-the-go, whenever suits your family.



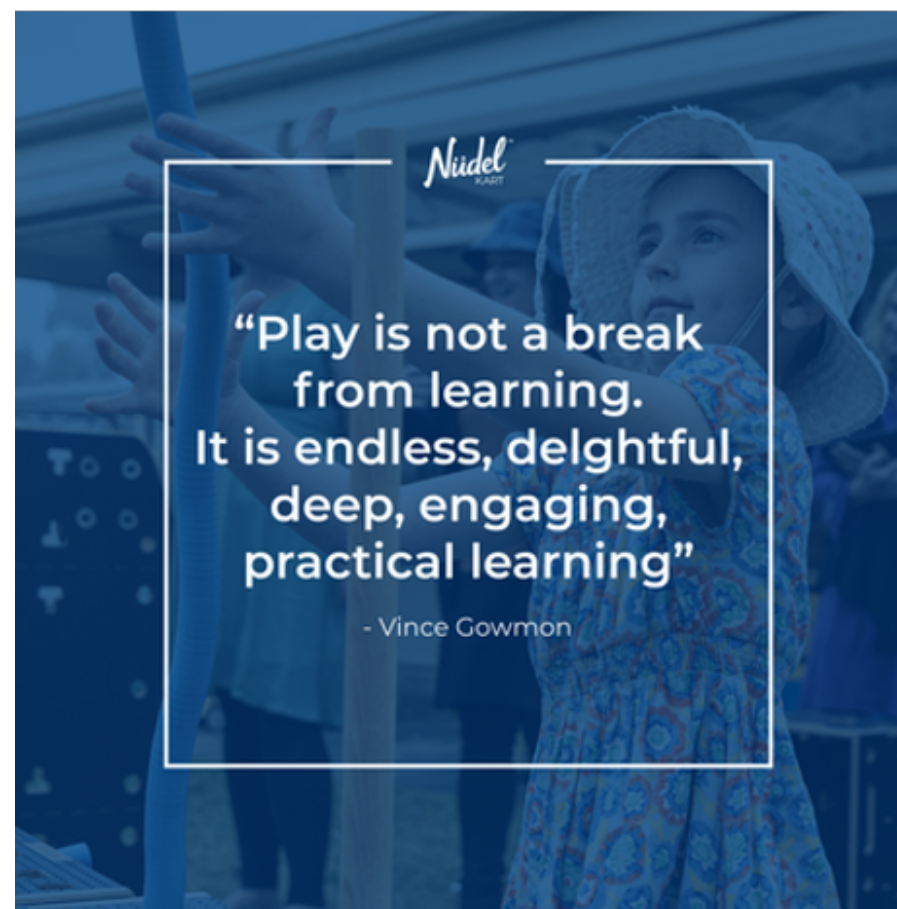
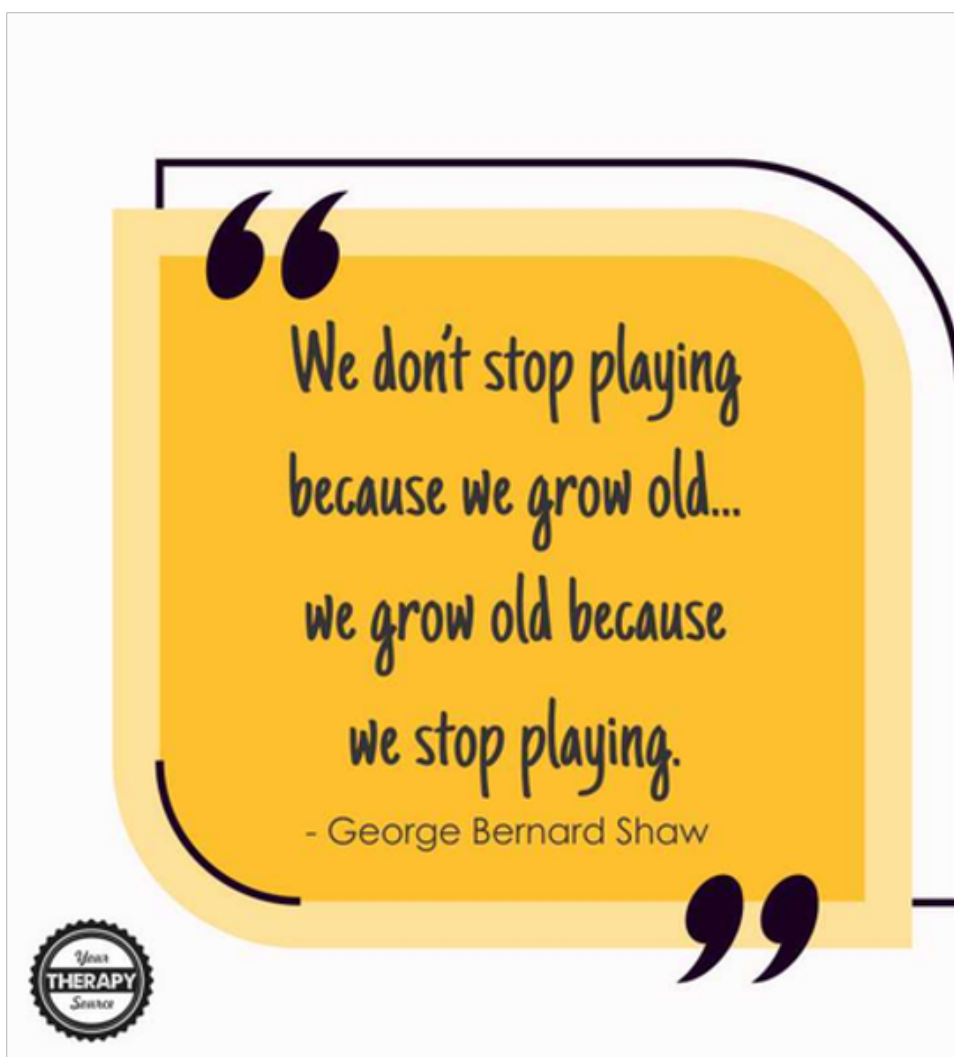
CONTINUOUS PROVISION

Continuous provision is the learning environment and resources that children have access to every day. It gives children opportunities to play, explore, practise skills and follow their own ideas, while applying what they have been taught. Teachers carefully choose the resources and activities available and join children in their play, ask questions, model skills and introduce new ideas to help move their learning forward. In KS1 continuous provision is not "just playing" - it is a way for children to apply and deepen their learning in meaningful, hands-on ways.



WHY HAVE WE CHOSEN THIS APPROACH?

The transition from Reception to Year 1 can be challenging and is often one of the biggest transitions children will experience through their Primary School journey. Through continuing a play-based approach, it will create a smoother transition as children are familiar with this from Reception. We also know that children learn best through hands-on, real-life experiences. It helps them make sense of the world!



HOW WILL MY CHILD LEARN?

Throughout the day your child will learn in lots of different ways: altogether as a whole class, in small groups, choosing their learning in the classroom environment and accessing activities set by teachers

You child will be given whole class input at the beginning of each lesson. After this input your child will complete a directed activity with their teacher at the 'tutor table'. This activity will go into their book. After this your child will go into our continuous provision where they will choose the area they want to explore.

Continuous provision will allow children to move around the three different classrooms in Year 1 and to access the outdoor area. It will also allow your child to mix with children from both classes.



RECORDING LEARNING

Continuous Provision Journal - your child will have their own journal. This is where they will stick any written work they have completed.

Curriculum books - your child will complete work in their exercise books in Science, History, Geography, RE, English, Maths, Phonics.

Seesaw - your child will be able to take photos and complete work on Seesaw using an iPad. On Seesaw you will be able to see your child's work when it has been completed. You will be able to comment on their work too.



HOMework

The children are expected to:

- Use Numbots to practise their addition and subtraction skills;
- Learn their Super Spellings and apply these in their writing. The children will be tested once a week. These books need to be in school daily.
- Read their decodable book (we recommend 10 minutes a night). Children's reading records should be kept up-to-date by writing in how your child got on with their book, any challenges e.g. particular words that were challenging to read and they should be brought to school every day.

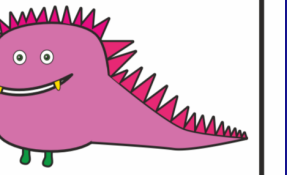


STATUTORY ASSESSMENTS

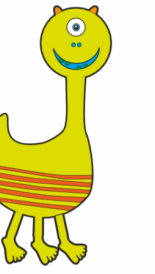
- Year 1 phonics screening.
- The Phonics Screening Check is used to show how well your child can use the phonics skills they've learned up to the end of Year 1, and to identify students who need extra phonics help.
- The checks consist of 40 words and non-words that your child will be asked to read one-on-one with a teacher. Non-words (or nonsense words, or pseudo words) are a collection of letters that will follow phonics rules your child has been taught, but don't mean anything – your child will need to read these with the correct sounds to show that they understand the phonics rules behind them.
- The 40 words and non-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 with your child will give them a few practice words to read first – including some non-words – so they understand more about what they have to do. Each of the non-words is presented with a picture of a monster / alien, as if the word were their name (and so your child doesn't think the word is a mistake because it doesn't make sense!).
- The tests will take place 14th June - 18th June and since 2013 the pass mark has been 32/40, however last year it changed to 31/40.



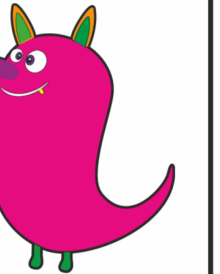
bem



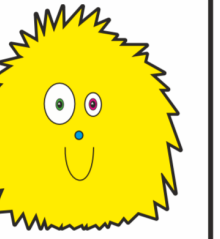
dax



kig



eld



thud

hang

coin

shell



PE



PE for 1R will be on a Wednesday and for 1B, a Tuesday this half term. Mr Lawsom will teach 1R PE for the first half term on a Wednesday. This will swap the next half term with Mr Lawsom teaching 1B the after October half term on a Wednesday. This will alternate each half term. A message on Seesaw will be sent out each half term as a reminder.

Children's PE kit, in particular footwear, must be suitable for physical activity so please do not send children with impractical 'fashion' trainer-style footwear.

Outdoor:

Indoor:

- school hoodies
- navy t-shirt with Fulfen Logo
- navy tracksuit bottoms may be worn in cold weather. – trainers
- black shorts

PE kits should be worn to school on their PE days.

In extremely cold weather, children can bring additional layers, for example under layers, a woolly hat and gloves.





FOREST SCHOOL



Forest school is on Wednesdays. The classes alternate each half term. Please refer to School Spider for the dates.

Forest School kit:

- Long sleeve top
- Long sleeve trousers or leggings
- No shorts or t-shirts
- Children to come in blue joggers and Fulfen hoodie on their Forest School day
- Wellies or suitable outdoor waterproof shoes or boots
- Waterproof outer wear

In cold weather, children can bring additional layers, for example under layers, a woolly hat and gloves.



BEHAVIOUR

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture. Positive behaviour will be rewarded with recognition and rewards for effort.

Our positive recognition includes:

- Class Dojo (pupils collect positive points)
- Termly rewards linked to class dojo points



When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

This could include losing a dojo.

Policies

If you require any copies of school policies, please contact the school office.

Accessibility Plan
Anti Bullying Policy
Attendance Policy
Charging, Remissions & Debt Recovery Policy
Complaints Policy
EQUALITY POLICY
Online Safety Policy 2025.pdf
Privacy Notice
Relationship and Behaviour Policy
RSE Policy
Uniform and Appearance Policy

school website

REWARD DAYS



As part of our termly Reward Day, pupils will have the opportunity to choose from a range of activities designed to suit a variety of interests. As some activities have limited spaces, children will choose their activity in order of the number of Class Dojo points they have earned during the term, with the child who has earned the most points choosing first, followed by the next highest and so on. This means that those who have consistently demonstrated positive behaviour, effort and our school's values will have the first choice of activities. Please note that individual point totals will not be shared with pupils during the term; the final totals will be used at the end of the term to determine the order in which children select their Reward Day activity.



SCHOOL UNIFORM

School uniform consists of the following (and should all be labelled):

- white polo shirt or white shirt
- dark blue jumper/cardigan with school logo
- charcoal/grey/black trousers (smart shorts may be worn in warmer weather)
- charcoal/grey/black skirt (blue & white checked dress may be worn in warmer weather)
- grey/white socks
- sensible black school shoes (not boots, footwear with heels, open-toe footwear or trainers)



JEWELLERY & HAIR

- Jewellery should not be worn or brought into school.
- If children have pierced ears, **one** pair of discreet studs may be worn.
- Earrings must be removed for PE lessons for health and safety reasons. If your child is unable to remove the earrings themselves, they should not wear earrings on their PE days.
- Long hair must be tied back for PE lessons and when taking part in sports.
- Nail varnish or make up should not be worn.



MEDICATIONS

Please ensure that any medications that your children requires, temporarily or on a long term basis, must be sent in to school via the school office.

These must be clearly labelled with your child's full name and year group/class



SNACKS

- Toast 30p
- Yoghurt 40p
- Crumpet 40p
- Chocolate or Strawberry Milkshake 70p
- Milk 30p
- Sausage or Bacon Bap 80p (Tuesdays only)

Fruit is provided each day.



ANY QUESTIONS?

