



Transition from Reception to Year 1

'Flourishing in Faith, Hope and Love'

(1 Corinthians 12 v 13)

Meet the KS1 team

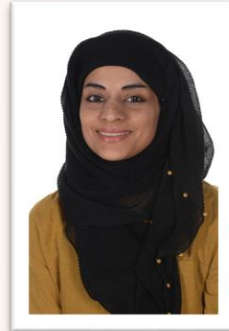
Miss Tilzey: Deputy Headteacher, KS1 Team Leader, SENCO

Mr Hansen: Yr 1 Teacher

Mrs Allan: Yr 1/2 Teacher

Miss Draycott: Yr 2 Teacher

Teaching Assistants: Miss Akhtar, Miss Williams, Miss Cox, Mrs O'Sullivan, Mr Poyser



Preparing for the transition...

We are spending the Summer term preparing your children for the transition from Reception to Year 1.

Staff have worked together to plan a smooth transition for all our children. Some children were identified as needing a little extra support with transition.

KS1 staff have and will be visiting Early Years to say hello, to play and to read stories. Rec children have and will be visiting KS1, they will come to have a look around, say hello, play and listen to a story.



'Children are ready for the demands of Year 1.'

KS1 Curriculum – How we learn...

In Key Stage 1 we carry on the active learning ethos the children have experienced in EYFS. Your child will learn in lots of different ways through direct teaching, small group work, independent tasks and learning jobs.

Learning jobs build on the continuous provision style learning they have been used to in EYFS but have a focus on the learning intentions linked to curriculum areas.

Curriculum Delivery

In Year 1, the delivery of the curriculum looks different throughout the year; the aim is for children to become more independent learners as they year progresses.

In Year 2, curriculum delivery is more structured, preparing children for the demands of KS2.

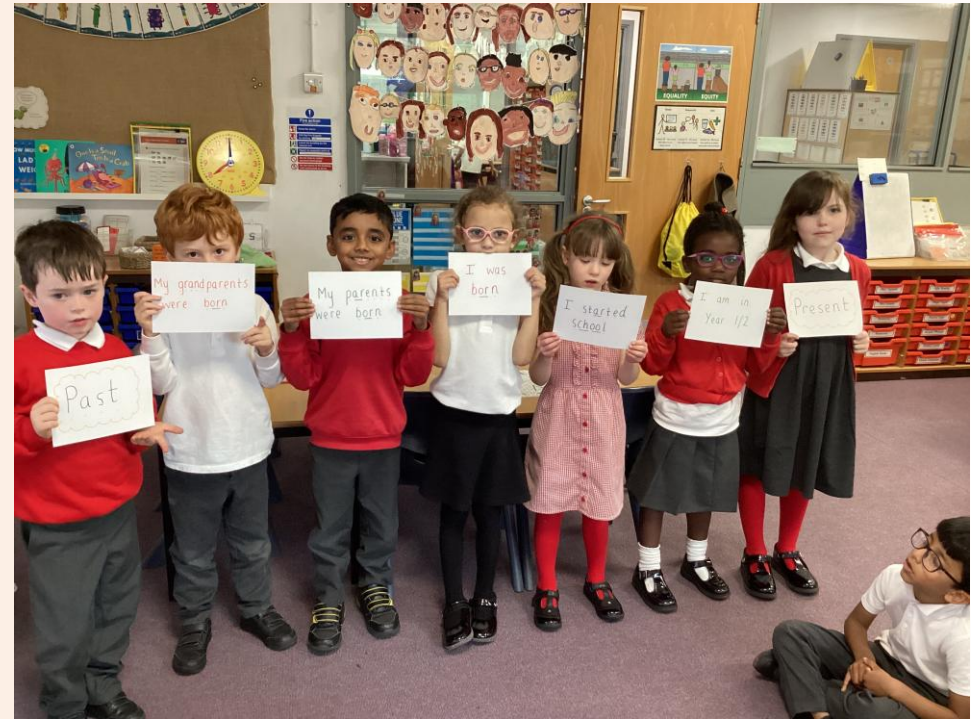
KS1 Curriculum - a typical day

All children are given the opportunity to access a broad and balanced curriculum, and subjects will include daily Maths and English lessons, and the afternoons are mostly taken up with the foundation subjects such as... Science, Computing, RE, History, Geography, PE, Art, Design and Technology, Music and PSHE.

KS1 ET Year 1/2														
	8:50-9:10	9:10-9:30	9:30-10:00		10:20-11:05	11:05-12:00			1-1:30	1:30-2:00 30 minutes		2:15 – 2:55 45 minutes	2:55 -3:15	
Mon	Morning Job	Worship	Phonics	PLAYTIME	English	Maths	LUNCHTIME	12:45-1 NCETM Mastering Number	READING	Catch up	PLAYTIME	GEOG/HIS	Little Wandle Handwriting	
Tues		One Voice	Phonics		English	Maths			READING	PSHE/RE		SCIENCE	Little Wandle Handwriting	
Wed		Worship	Phonics		English	Maths			READING	Ready for PE 1:20		PE OUTDOOR 1:30-2:15	COMPUTING	
Thurs		Worship	Phonics		English	Maths			READING	ART/DT		ART/DT	Little Wandle Handwriting	
Fri		Celebration Worship	Phonics		English	Maths			MUSIC 12:45-1:15	Ready for PE 1:20		PE INDOOR 1:30-2:15	LIBRARY 2:30-3	REFLECTION

KS1 Curriculum – What do we learn?

On our school website you will find our KS1 curriculum map, we deliver our curriculum through a themed approach. On our website there are documents linked to each subject detailing what we intend to teach in each subject throughout the key stage.



KS1 Curriculum – What do we learn when?

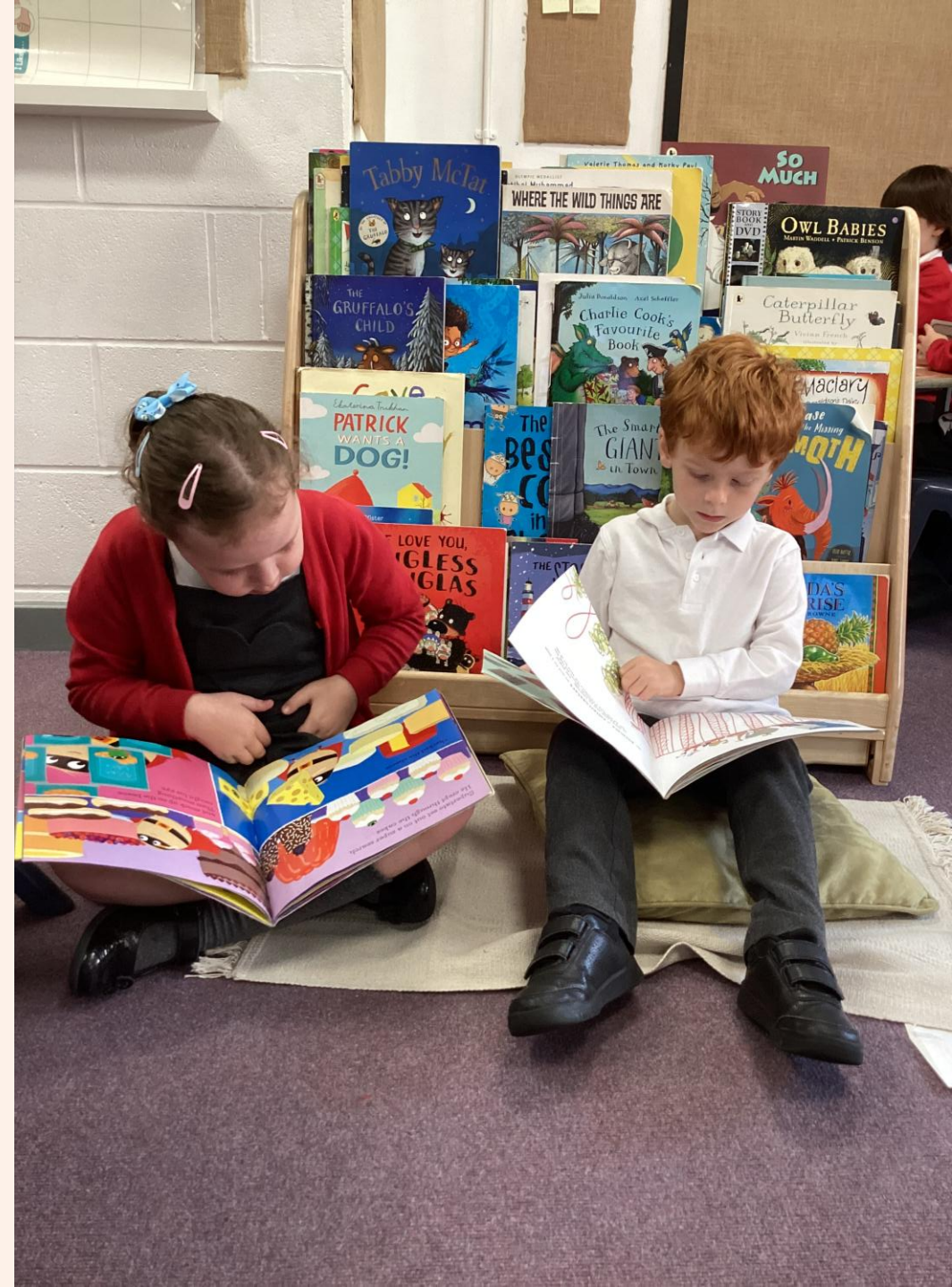
KS1											
CYCLE 1						CYCLE 2					
AUTUMN		SPRING		SUMMER		AUTUMN		SPRING		SUMMER	
Events from the Past		All around the world		Magnificent Manchester		Ourselves		Journeys		Real Life Superheroes	
HOOKS (linked to themes): Writing											
The Leaf Thief The very helpful hedgehog by Rosie Wellesley	Toby and the Great Fire of London by Margaret Nash Library visit: Recount	The Great Explorer Chris Judge by Chris Judge Non-chronological report: Antarctica	Postcard from Australia Bob the Man on the Moon by Simon Bartram	Children's History of Manchester by Tracy J Holroyd Manchester trip: Recount	Significant Author - Julia Donaldson Julia Donaldson Paper Dolls Instructions: How to make a Paper Doll	I like bees, I don't like Honey by Sam Bishop Explanation: My family	My favourite fairy tale Three Little Pigs (various) Fact file: My Planet Here We Are By Oliver Jeffers	Handa's Surprise by Eileen Browne Africa: Facts	Significant Author - Oliver Jeffers Amelia Earhart: Fact File	Supertato by Sue Hendra Traction Man by Mini Grey Recount- Withington Walls art walk	The Disgusting Sandwich by Gareth Edwards Instructions How does a seed grow? Explanation text
GEOGRAPHY											
UK Geography: 4 countries of the UK and capital Cities Seasonal/daily weather patterns in the UK		World Geography: Hot and cold countries - Australia and Antarctica		Local Geography: Local study: Manchester, Withington.. Where I live		Local & World Geography: Continents and oceans Locational and directional language		World Geography: Africa (Kenya) & UK		UK Geography: Seasonal/daily weather patterns in the UK. UK & Cities.	
HISTORY											
Significant events: The Great Fire of London The Gunpowder Plot		Significant people: Explorers Ernest Shackleton Neil Armstrong		Local History: History of St. Paul's School		My <u>History</u> : Life Now and Life in the past Compare life to grandparents		Significant people: Inventors Wright brothers Amelia Earhart		Significant people: Real Life Heroes Rosa Parks, Marcus Rashford	
SCIENCE											
Scientific enquiry Seasonal change: Autumn		Seasonal change: Winter Seasonal change: Spring		Living things and their habitats Seasonal change: Summer		Animals including humans Plants		Everyday Materials Use of everyday materials		Plants Animals including humans	
Art											
Drawing: Sketching Artist: J.M W Turner Buildings from 1666		Painting & Pastels Watercolours/Colour Mixing Landscapes		Artist: Lowry		Drawing: Self-Portraits Artist: Frida Kahlo		Sculpture Artist: Andy Goldsworthy		Graffiti Artist: Jean-Michel Basquiat	
DT											
Structures: Buildings		Mechanisms: Sliders Moving Postcards		Textiles: Sewing 'Manchester Bee'		Cooking: 'My Five a Day Vegetable Kebab'		Mechanisms: Wheels and Axels 'Vehicles'		Cooking: Food Groups 'The UK's Favourite Foods'	
RE											
Believing Who is a Christian and what do they believe? Who is a Muslim and what do they believe?		Expressing What makes some places sacred?		Living What does it mean to belong to a faith community?		Believing What can we learn from sacred books?		Expressing How and why do we celebrate special and sacred times?		Living How should we care for others and the world, and why does it matter?	

English: Oracy, Reading and Writing

Oracy across the curriculum, including performance poetry in English [Poetry Basket]

Reading – decoding, comprehension [Little Wandle]

Writing – hooks, vocabulary, composition, handwriting [Little Wandle/Letter Join]



Phonics and Reading



Reading books are banded by Phonics stage to ensure that children read fully decodable books that provide opportunities to practice the application of taught Phonics within their independent reading. At the end of Year 1, children complete the Statutory Phonics Screening Check.



A spelling list will be sent home weekly for your child to learn. The spellings will be linked to the Phonics that they are learning.

Year 1 Summer 2 week 1

Graphemes

eigh	kn	mb	eer
ea	gn		

Spellings

eight	know	thumb	cheer
great	sign	crumb	steer

Tricky words

busy	beautiful	pretty	hour

Maths: Fluency, Reasoning and Problem-solving

Year 2						
Week	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Settling into Maths	Geometry Shape Identify and describe the properties of 2D and 3-D shapes, including the number of edges, vertices and faces. Identify 2-D shapes on the surface of 3-D shapes. Compare and sort common 2-D and 3-D shapes and everyday objects	Place value Compare and order numbers from 0 up to 100; use and = signs. Use place value and number facts to solve problems. Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.	Statistics Interpret and construct simple pictograms, block diagrams. Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. Ask and answer questions about totalling and comparing categorical data.	Measures Length, height and Mass Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); and mass to the nearest appropriate unit, using rulers, scales. Compare and order length, height and mass and record the results.	Place value Recap and revisit
2	Place value Read and write numbers to at least 100 in numerals and in words. Identify, represent and estimate numbers using different representations. Recognise the place value of each digit in a two-digit number		Addition and subtraction Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.	Multiplication and division Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication, division and equals signs. Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. Show that multiplication of two numbers can be done in any order and division of one number by another cannot.	Measures Temperature and Capacity Choose and use appropriate standard units to estimate and measure in any temperature, capacity (litres/ml) to the nearest appropriate unit, using thermometers and measuring vessels. Compare and order volume/capacity and record the results using >, < & =	Addition and subtraction Recap and Revisit
3		Multiplication and division Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. Calculate mathematical statements for multiplication and division within the multiplication	Measures Time Compare and sequence intervals of time. Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times. Know the number of minutes		Addition and subtraction Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.	Multiplication and division Recap and Revisit
4	Addition and subtraction Applying their increasing knowledge of mental and written methods. Recall and use addition and subtraction facts to 20					

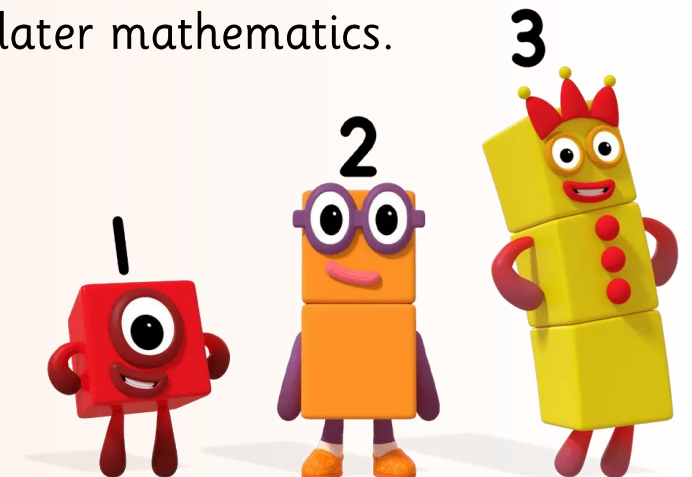
Year 1						
Week	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Settling into Maths	Addition and subtraction within 10 continued	Place Value Within 20	Place value within 50 Count forwards and backwards from any given number, identify tens and ones, represent numbers, one more and one less, compare objects and numbers, using vocabulary equal to, more than, less than, fewer, most, and least, order numbers	Addition and subtraction Recap and revisit	Place Value Recap and revisit
2	Place value Within 10 Sort, count and represent objects. Count on from any given number. Counting backwards. Given a number, identify one more, one less, compare numbers. Count, read and write numbers.	Geometry Shape Recognise and name common 2D and 3D shapes			Place Value Within 100 count forwards and backwards, partitioning numbers, comparing and ordering numbers, one more/one less, read and write numbers to 100 in numerals. Compare numbers, using vocabulary equal to, more than, less than, fewer, most, and least,	Addition and subtraction Recap and revisit
3			Addition and subtraction Within 20 Read, write and interpret mathematical statements involving addition, subtraction and equals signs. Add and subtract one-digit and two-digit numbers to 20, including zero. Add by counting on, find and make number bonds, add by making 10, subtraction (not crossing 10), related number facts, compare number sentences.	Multiplication and division Count in 2s, 5s and 10s. Make equal groups, add equal groups, make arrays, make doubles, grouping and sharing.	Measurement Time Sequence events in chronological order, recognise and use language relating to dates, tell the time to the hour and half past the hour, writing and comparing time.	Measurement Money recognising coins and notes, counting in coins
4		Place value within 20 Count forwards and backwards from any given number, read and write numbers to 20 in numerals and words, numbers 11 to 20, tens and ones, given a number identify one more and one less, compare groups and numbers using vocabulary equal to, more than, less than, fewer, most, and least, order numbers			Measurement Time Sequence events in chronological order, recognise and use language relating to dates, tell the time to the hour and half past the hour, writing and comparing time.	Multiplication and division Recap and revisit solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher
5	Addition and subtraction Within 10 Read, write and interpret mathematical statements involving addition, subtraction and equals signs. Part-whole model, addition facts, number bonds within 10 and to 10. Adding together, adding more, finding a part, taking away, counting back, fact families.		Measurement Length, height, mass and volume Compare, describe and solve practical problems for length, height, mass and volume. Measure and begin to record findings.	Fractions Recognise, find and name a half as one of two equal parts of an object, shape or quantity. Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.		Fractions Recognise, find and name a half as one of two equal parts of an object, shape or quantity. Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.
6		Multiplication and Division Counting in twos, making pairs, doubles			Geometry Position Describe position, direction and movement, including whole, half, quarter and three-quarter turns.	
7		Consolidation				Consolidation



Mastering Number



Mastering Number is a nationwide (NCETM) programme designed to help children in Reception, Year 1, and Year 2 build a deep and secure 'number sense'. It aims to ensure every child leaves Key Stage 1 with the fluency and flexibility needed for success in later mathematics.



How can you support your child's mathematical development at home?

NUMBOTS is an online learning platform that helps children to build foundational mental maths skills in addition, subtraction, and number bonds. It aims to move students from finger counting to fluent, automatic recall of key number facts.



Foundation Subjects

Science

Geography

History

Religious Education

Computing

PSHE

Music

Art

Design & Technology

Physical Education



Home & School Partnership

Seesaw

Friday open mornings to look at books & work

Termly newsletters

Parent meetings: Autumn and Spring

Individual reports at the end of the school year

Parent workshops throughout the year

If you have any concerns, questions or just want to tell us something... please speak to your child's class teacher.

The screenshot displays the Seesaw app interface. At the top, the user is logged in as 'Miss Tilzey, Teacher - 6 Classes'. Below the header, there's a 'Class Journal' section with a photo of four children (Asher Awan, Aviana Waiba Tamang, Charlotte Handley, and Grace McArdle) working on a project. The caption reads: 'Developing our fine motor skills. Seen by: Aviana Tamang, Liz Karen Diaz Cogollo, Paul Handley, S Handley, Sharon Awan. Physical Development.' To the right of the photo is a list of students with their post counts and dates.

Below the main entry, there are several subject-specific newsletters:

- English:** This term we will be writing explanations, narratives and even a non-chronological report. We are going to begin the term by reading, 'I likes bees, I don't like honey!' by Sam Bishop. Please remember to read with your child as often as possible.
- Maths:** This term we will focus a lot on place value, addition and subtraction. It is important that our children develop a deep understanding of the concepts that we teach. Please see our Long-Term Plans on our school website for specific areas of learning that we are covering each week.
- Science:** We are going to begin finding out about animals, including humans. We will classify common animals, name the basic parts of the human body and the associated senses. We will then learn about plants. We will name a variety of common and wild plants and we will learn about different trees and structures of plants.
- Religious Education:** Believing: what can we learn from sacred books?
- PSHE:** Themes this term... Mental and Emotional Health: feelings, keeping safe, making others happy. Healthy Lifestyles: Why do I eat? Why should I be active? Looking after ourselves.
- Music:** As a school we follow a music program called Charanga. The children will work through various units on here.
- Geography:** World Geography: Kenya/Africa. We will locate Africa on a map, ask and answer questions about Kenya, find out about the weather and landscape and identify physical and human features of Kenya and compare Kenya to the UK.
- History:** We are going to find out about our own history and our family heritage. We are going to compare life now to what life was like for our grandparents when they were growing up. If any grandparents would like to come in and chat to the children, please let us know.
- Physical Education:** This term our sessions consist of athletics/outdoor games and dance. PLEASE MAKE SURE YOUR CHILD HAS THEIR PE KIT IN SCHOOL AT ALL TIMES.
- Art:** We will begin by drawing self-portraits. We are then going to study the artist, Frida Kahlo.
- Design & Technology:** We are going to design and make... 'My Favourite 5 a day' fruit kebabs. We will develop our skills of cutting and...
- Key Stage 1: Autumn Term Ourselves:** A section featuring a grid of children's self-portraits.
- 28th October:** A Rights Respecting School. We believe that all children have a right to an education! School starts at 8:50 and Finishes at 3:20. Children should be in school and on time every day! Classrooms will be open on Friday mornings from 8.40. Please take the opportunity to have a look at your child's work.
- Computing:** Themes this term... e-safety, algorithms and programming.

The bottom of the screen shows a date '2023-2024' and a '28' in a circle, likely indicating the current date or a specific event.

Behaviour and Relationship Policy

St Paul's has embedded several whole school approaches. These include:

- Communication Friendly school
- Growth mindset: encouraging resilience.
- Mental health and wellbeing
- Rights Respecting school: We are a Gold Standard Rights Respecting School
- Zones of Regulation: recognising our feelings and what to do to regulate.

How do we recognise and reward positive behaviour?

House Points, Class Recognition Boards, Postcards home, Headteachers weekly celebration assembly.



Attendance and Punctuality

As parents it is your legal responsibility to ensure your child receives a suitable full-time education. It is your responsibility that your child attends school each day and is on time.

School starts at 8:50 and finishes at 3:20

If your child is absent from school, you must inform the school by telephone or email giving a reason for the absence.

Holidays are not authorised during term time. When 5 days are marked as unauthorised a fixed term penalty warning notice will be triggered.



ATTENDANCE MATTERS



LOST MINUTES
=
LOST LEARNING!

 EVERY SCHOOL
DAY COUNTS!



minutes late
per day



minutes late
per day



minutes late
per day



minutes late
per day



minutes late
per day

Lunchtimes

All children in KS1 receive a free school meal, we try and encourage all children to opt to have a free school meal rather than packed lunch.

St. Paul's School is continuing to work hard to ensure that the meals are healthy, nutritional and balanced.

Menus will be on a 3 weekly cycle and are available on our website.

Meal Choices	Monday	Tuesday	Wednesday	Thursday	Friday
	Veggie Spaghetti	Piri Piri Chicken	Baked Sausage with	Fish Fingers	Chicken Curry
Meal Choice 1	Bolognaise with Sweetcorn	with Rice & Broccoli	Mashed Potatoes, Carrots & Gravy	with Chips & Peas	with Sunshine Rice & Green Beans
Halal Choice	Veggie Spaghetti	Halal Piri Piri Chicken	Halal Baked Sausage with	Fish Fingers	Halal Chicken Curry
	Bolognaise with Sweetcorn	with Rice & Broccoli	Mashed Potatoes, Carrots & Gravy	with Chips & Peas	with Sunshine Rice & Green Beans
Vegetarian Choice	Veggie Spaghetti	Piri Piri Quorn	Baked Quorn Sausage with	Fish Fingers	Veggie Curry
	Bolognaise with Sweetcorn	with Rice & Broccoli	Mashed Potatoes, Carrots & Gravy	with Chips & Peas	with Sunshine Rice & Green Beans
Meal Choice 2	Cheese Whirl with Seasoned Diced Potatoes & Peas	Pizza Bagel with Jacket Wedges & Broccoli	Cheese & Potatoe Quesadilla with Baked Beans	Veggieball Pasta Bake with Peas	Sub Sandwich Selection with Salad
Accompaniments	Fresh Salad Bar, Fresh Fruit, Yoghurt, Water, Semi-Skimmed Milk & Bread Basket Available Daily				
Second Course	Iced Smoothie	Coconut Sponge	Seasonal Fruit & Ice Cream	Chocolate Crispy Cake	Homemade Biscuit & Fruit



Uniform

A consistent approach to uniform is important, helping to build a strong sense of belonging and pride within our school community. We expect all pupils to attend school in full uniform every day.

'Taking pride in all we do.'

All children need a book bag and a PE kit which will remain in school.

No toys or additional equipment should be brought from home, as school will provide everything pupils need for learning and play.

St. Paul's C.E. Primary School

Headteacher: - Miss Abi Lee BSc. (Hons.) N.P.Q.H.
St. Paul's Road, Withington, Manchester, M20 4PG
Tel: - 0161 359 5316
E-mail: - head@st-pauls-pri-manchester.sch.uk
Follow us on twitter @stpauspri

Important Update – School Uniform Expectations (From September)



Dear Parents/Carers

We hope you are well. As we look ahead to the new school year in September, we would like to take this opportunity to clarify our expectations regarding school uniform and everyday items, so that all pupils arrive ready to learn. We wanted to send the letter at this time before families begin to [look into](#) buying items.

One of our key areas for development next year is "Taking pride in all we do." To support this, we have invested in personalised textbooks and [a range](#) of other improvements across school. A consistent approach to uniform is an important part of this, helping to build a strong sense of belonging and pride within our school community.

We expect all pupils to attend school in full uniform every day. Please note that items with the St Paul's badge are optional, however all clothing must follow the correct uniform guidance outlined below.

A reminder that shoes must be fully black – no other colours or styles are acceptable.

To say:

-
-
-

St. Paul's C.E. Primary School

Headteacher: - Miss Abi Lee BSc. (Hons.) N.P.Q.H.
St. Paul's Road, Withington, Manchester, M20 4PG
Tel: - 0161 359 5316
E-mail: - head@st-pauls-pri-manchester.sch.uk
Follow us on twitter @stpauspri

PE Kit

- Plain white T-shirt
- Black shorts /leggings
- Trainers or pumps
- A tracksuit is also useful for outdoor activities during the winter

PE kit should be kept in school for the half term and taken home during holidays for washing. With older pupils if the PE kit needs to go home [weekly](#) please set a routine with your child to remind them to bring and return the bag.

Our school uniform can be purchased from most supermarkets. If you would like the school logo on your child's uniform, this is available at:

- MCS Stores
- 220-222 Fag Lane
- Didsbury
- Manchester
- M20 6EL

Book bags and PE bags are also available.

Important Notes

- On health and safety grounds, children should not wear jewellery. Small stud earrings and items of religious significance are permitted but must be removed for PE.
- The following are not acceptable school wear: jeans, tracksuits, high-heeled, crocs or Ugg style shoes/boots, football shirts, coloured trainers.

Swimming Lessons – KS2 Only

What does my child need?

- Towel
- Swimming hat (for all girls and boys with long hair)
- Swimming shorts (tight fitting) or swimming costume (no bikinis)

There is limited time for drying hair, but children may bring a hairbrush and bobble.

Goggles

- Children are expected to swim without goggles to build confidence
- Goggles are only permitted with a doctor's letter, which must be provided to the school office in advance

A quick reminder that there is recycled uniform in the entrance area and there will be a section of the summer fair (July 3rd) with labelled sizes and cleanly washed uniform for all families to take.

Thank you and we appreciate all your support

Miss Lee and the St Paul's team



WJEC



First Aid and Medicines

It is the responsibility of parents to inform school of any medication children take, e.g. inhalers. The inhalers will be kept in a safe place in KS1 where they will always be accessible to first aiders and the appropriate children. A form at the office must be completed for the use of inhalers.

Please inform us of any allergies that your child may have.

Antibiotics can be stored in the school office and administered by the staff. Again, parental permission will be needed.

If your child has a bump to the head, you will be contacted immediately. All first aid is dealt with by a trained first aider and bump notes are sent home explaining the incident and treatment given. When children have had a bump to the head, they will come home wearing a green wrist band.

Any Questions?

We'd love to hear from you...

St Paul's CE Primary School

St Paul's Road, Withington, Manchester M20 4PG

Miss Abi Lee

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E: admin@st-pauls-pri.manchester.sch.uk