

Welcome to Year 1





The Year 1 Team

- Mrs Gauckwin: Class Teacher (Mon-Wed)
- Mrs Gill: Class Teacher (Mon-Wed) Maternity
 - Mrs Hollman: Class Teacher (Thurs & Fri)
- Mrs Greenall: Learning Assistant Full time
 - Mr Goulding (Sports coach)

Timetable

8:50 - 9:30		9:30 - 10:30		10:30 - 10:45		10:45- 11:00		11:00-12:00		12:00 - 1:00		1:00- 1:30		1:30-2:15		2.15 - 3:00	
ERIC/1 :1/ RW I	English	BR EA K	Mastering Number	Maths	L U N C H	Reading Session	Computing		Music		3-3.30 Whole class read						
ERIC/1 :1/RW I	English		Mastering Number	Maths		Reading Session	Handwriting	Science		Science		3-3.25 singing assembly RWI meeting					
ERIC/1 :1/RW I	English		Reading Session	Maths		1-1.20 PR/KH assembly (Briefing)	PE (CG)										
ERIC/1 :1/ RW I	English		Mastering Number	Maths		Reading Session	Foundation		Foundation		3-3.30 Whole class read						
ERIC/1 :1/RW I	English		Mastering	Maths		Reading	Show &	RE		PSHE		Assembly					



Expectation

- Children to wear full school uniform (policy on website) with **book bags** only
- Hair tied back, no earrings- must be taped over for the 6 weeks after piercing
- Following School rules.
- Come to school dressed in PE kit for ALL weathers on a Wednesday.
- Ensure independence.
- **MAGIC** children Encourage children to have high aspirations for this year!
- Golden rules established in class/around school. Behaviour policy online highlights rewards and sanctions (cover this later)
- Handwriting and presentation expectations are high
- To be equipped for the school day- Reading record, reading books, water bottle, snack.

Expectations

- Morning & afternoon routine in place to consolidate skills and provide further support/challenge if needed.
- Classroom environment encourages independence, provides a calm environment without too many stimulants and celebrates learning.
- No pencil cases. Everything has been provided by school and allows them to be more independent by having minimal stationary.

MAGIC

- DOJOs
- Certificates - 2x children per week
- VIP

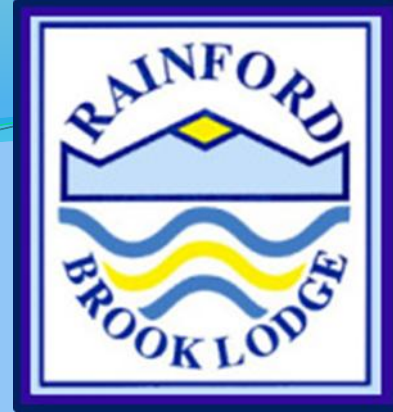
Behaviour:

- Positive reinforcement
- Name said in class/teacher look
- Verbal warning
- Initials on the board
- Time out from the classroom
- Yellow cards- might involve any suitable sanction depending on the child eg stopping a child from playing football or going out is not going to work for a child who hates football and doesn't like going out.

Sanctions - Reward days

- Red and yellow cards

E-Safety

The Wizz logo consists of the word "Wizz" in a white, rounded, sans-serif font, centered within a solid purple square.The Omegle logo features the text "Talk to strangers!" in a small, black, sans-serif font above the word "omegle" in a large, orange, sans-serif font. To the left of the text is a blue circular icon containing a white speech bubble with a curved arrow pointing into it.

- Pivotal to children's learning that they are aware of e-safety.
- Reminded at the start of every computing topic.
- Importance of password protection
- Various chat rooms, including Facebook.
- Phones -Warning for home - omegle (random video calls with strangers) & Whizz (like Tinder for children)



Independent Learners

In Year 1 your child should be able to:

- Leave parents in the morning and come into school when the door opens
- Remember to bring their reading books and record in daily.
- Look after their belongings- it is their responsibility to look for them if they are lost.
- Vote for class book.
- Look after school books that are brought home. Return them every Friday to be changed

SEND

- Mrs Hollman is the school SENDCO- works Wed-Fri
- SENDCo time is a Wednesday.
- Adaptive and quality first teaching is for every child within school.
- All children are taught within the classroom by their class teacher.
- All children need to socialise with their peers and working in isolation does not provide this.
- Less children are able to receive funding for individual support and this support is to support the individual with their peers.
- Any child who has funding, the first £6,000 is provided by the school and we must explain exactly how that funding is used to enhance the learning of the individual.
- Lots of our children have interventions in place to boost their learning. Some of these include: RWI 1:1, daily reading, IDL, Beat Dyslexia, CEW practice, handwriting practice, sensory diets/exercises
- SEN register includes all children who: have an external agency involved, are 2 years academically behind their peers, have a diagnosis.
- If you have concerns: speak with the class teacher, plan out steps together and re-meet to discuss progress, if necessary Mrs Hollman can then become involved if the class teacher deems it necessary.
- SEN Support plans are reviewed every term with SMART targets in place.

What is adaptive teaching?



SEND in History at Brook Lodge



Motivated, Aspirational, Growing in Independence & Confidence

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Removing Barriers

Literacy skills

- Verbally breakdown instructions for children where reading maybe a barrier.
- Use talking tins or adults scribing as a way of alternative recording techniques. Or laptops
- Mixed ability groupings to showcase Historical skills rather than literacy skills.
- Chunking instructions into 1 or 2 step instructions prevents the children becoming over-loaded.
- Use of A3 paper recording time line skills etc so the children have more room than on an A4 size.

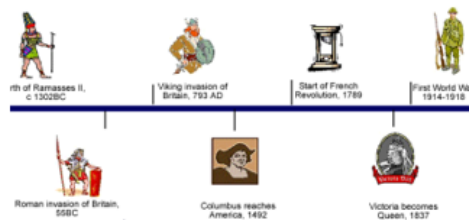
Vocabulary

- Use of knowledge mats reminds children of key vocabulary terms. Gold vocabulary allows the children to see links to previous learning.
- Pre-teaching specific vocabulary with a learning assistant can ensure that a child knows what is happening within the lesson.
- Displaying specific vocabulary and referring back to it in the sequential lessons helps to embed the knowledge.
- Use of word banks on worksheets.

Concentration & Attention

- Use of wobble boards/cushions.
- Regular sensory breaks where the child can access larger equipment or space to release energy.
- Use of fidget toys during input sessions to regulate whilst listening to instructions.
- As many opportunities to experience real history in the outdoors as possible.
- Making experience as real as possible and relevant to the child's interests where possible
- Whole class visual timetable so all children know expectation.
- Now and next boards to break down instructions.

A Timeline



How we learn

- Some Continuous Provision- Autumn term- linked to key skills that they need to learn- scissors, ruler work etc.
- All children expected to complete set (differentiated work)
- RWI daily
- Show & Tell on a Friday
- First chapter Friday- recommendations from home

RWI/Reading

- Assessed half termly
- Groups fluid- sometimes never change sometimes skip a group.
- 2 books a week- Book bag book and Fluency book
- Special friends, Fred talk, read the word, Fred in your head.
- Virtual Classroom- holidays and intervention
- 1:1's
- Phonics screening check meeting Jan



Reading

- Your child's books will be changed once a week.
- Books and yellow reading records need to be in daily
- Listened to read 1:1 by Teacher or TA (will be recorded in their reading record)
- Book bag book, RWI and pleasure books will be changed every Friday
- It is important that the children have an understanding of what they are reading.
- Now reading a whole class text at the end of the day. This is to develop children's 'love' for reading. Also give time to share books the children have enjoyed - adapt our class library based on this.
- Try to read books, magazines, newspapers together at home too

Show & Tell

Autumn 1	Autumn 2
11 th September Red	7 th November Yellow
19 th September Blue	14 th November Red
26 th September Green	21 st November Blue
3 rd October Yellow	28 th November Green
10 th October Red	5 th December Yellow
17 th October Blue	12 th December Whole class
24 th October Green	

Worry box

- Worry monster
- Bullying





- Writing in print.
- Long term maps- online.
- Groups- English, Maths and base places.



Homework

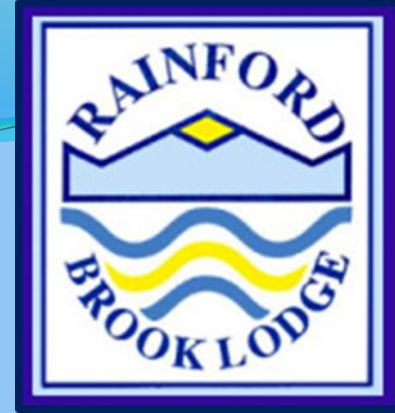
- Reading-3 times a week and signed in home reading record-This will be checked daily.
- Book bag book, RWI books and pleasure books are all changed on a Friday.
- Numbots-completed online- must be accessed 15 minutes per week
- Phonics practise
- CEW word spellings termly. In bags tonight- words that are highlighted they got wrong, unhighlighted they can spell correctly.

Equipment



- Reading book & reading record-this should be in school every day.
- PE If your child cannot do PE a letter must be sent in.
- Bags should only be book bag size NO bigger-these will be sent home.
- Water bottles should only contain water.
- Piercings must be covered up.
- Hair must be tied back (boys and girls) using blue/dark bobbles/bows.
- Please label all uniform, especially jumpers, cardigans and BOTH trainers.

Water bottles and snack



- CLEAR Water bottles- on the trolley, just outside the classroom. No juice allowed.
- If a child needs a water bottle in class (for medical reasons), please speak to a member of the Y1 team.
- Children can bring in fruit or toast for morning playtime.
- In KS1 the children do have access to free fruit daily.
- Milk- if you have paid for your child to have milk, they will have this at morning playtime.

Trips

- 3 trips across the year.
- 1 RE- In Summer 2, we will visit All Saints church
- 1 Topic- At the end of this half term (Thursday 25th September 1.15) we will be going on a walk around our local area to link in with our Geography work. We will need volunteers for this.
- 1 other- We are hoping to visit Knowsley Safari Park during Spring 1 linking to our Science topic.
- We will book ASAP!



Working together

You can contact us by:

- Send an email via the school office email- these do get emailed straight to us. Please do not use teacher's personal emails.
- Making an appointment via the office.
- Parents evening.
- Please try not to ask questions first thing in a morning.
- Updates should be available via the school app and website.
- We will endeavour to return any calls/messages within 48 (working) hours



Working together

We all want what is best for your children. If you can help us in any way

- A spare half hour, half a day or a full day?
- Good at art and craft?

If you can help us with any of these things please let us know.

We always have lots of ways of using an extra pair of hands!



Absences

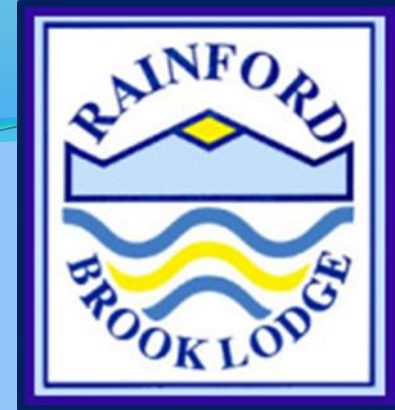
New national framework for penalty notices for school absences.

We have seen a rise in the number of unauthorised absences being taken (especially through holidays): we have more than the Local Authority average and over half our children classed as persistently absent (90% and below) have taken unauthorised absences through holidays.

- All holidays will be unauthorised.
- Must have proof of any appointments, otherwise this will also be unauthorised. Can be a text message, letter, appointment card
- Mild illness (sore throats, colds, etc.) please send them in. We will always call home if we feel they have deteriorated.
- 48 hours for vomiting and diarrhoea.
- Try to make appointments outside school hours
- Mr Taylor from the high school EWO

To do at home

- 25th September: Local walk leaving school at around 1.15-if anyone can volunteer?



Dates for your diary

- Friday 3rd October: Paint and Sip event ADULTS only
- W/C Tuesday 4th November - Parents' Evening
- Wednesday 12th November: individual and sibling photograph day
- Christmas Fayre 10th December
- KS1 Nativity: 17th Dec 9.15
- W/C Monday 13th April - Parents' Evening
- Wednesday 20th May: Sports Day
- Wednesday 3rd June: Reserve Sports Day

Further dates will be announced via school communications

Fundraising

- Now that we don't have a PTFA as such...
- If you can help in any way?
- Ideas, volunteering at events, buying stock for events, asking and collecting donations for raffles. Any help at all, really does help. You can pass your email addresses/mobile numbers on to Mrs Hollman
- We are looking at social events for parents/carers. Usual Discos and Summer/Christmas fayres.

Any Questions?

