

Tanners Wood JMI School

Be the Best You Can!



**Meet the Teacher
September 2018**

Welcome to Year 1

Introductions

Cypress Class

Miss Danskine - Teacher

Mrs Burke – Teaching Assistant

Mrs De Groot– Teaching Assistant

Elm Class

Ms Dickson & Mrs Arthurs – Teacher

Mrs Franks – Teaching Assistant

Mrs Mudd– Key Stage Leader

What my child needs

- Healthy breakfast
- Water bottle provided- washed at school
- PE kit is essential- at school all the time
- Uniform- named
- Waterproof coat/jacket
- Stationery

Expectations

- Children work to full potential/taking pride
- Uniform
- Behaviour policy
- Present work neatly- Marking/Presentation policy
Cursive handwriting style
- Organisation
- Develop independence and personal responsibility
- Resilience – Learning B's and growth mind set
- Team working/cooperation skills
- Year group expectations will be different/raised
- Support your child with home learning/reading
extract
- Attendance and punctuality

Our Behaviour System


Our Behaviour Policy is based on our school rules:

Everyone has the right to be respected
Everyone has the right to be safe
Everyone has the right to learn

| | Class time | Lunchtime |
|--|--|---|
| Level 5 | Head /Deputy Teacher Award-sticker and message home | Head /Deputy Teacher Award-sticker and message home |
| Level 4 | Celebration - child shares their good news/learning with the Key Stage Leader | Celebration - child shares their good news/learning with the Key Stage Leader |
| Level 3 | Merit | Positive behaviour slip – teacher to decide if a merit is awarded |
| Level 2 | Verbal praise - name on happy face | Verbal praise - shared with teacher |
| Level 1 | Verbal praise | Verbal praise |
| Rewards | | |
| <ul style="list-style-type: none"> • Everyone has the right to be respected • Everyone has the right to be safe • Everyone has the right to learn | | |
| Consequences | | |
| Level 1 | Verbal reminder | Verbal reminder |
| Level 2 | Verbal and written warning - name displayed on sad face | Verbal and recorded warning Lunch time behaviour slip completed and passed to the class teacher |
| Level 3 | Time out in the class Miss 5 minutes of Golden Time- reflection sheet (completed during Golden Time) | Time out - in the playground Teacher will inform parents |
| Level 4 | Sent to Key Stage Leader Miss 10 minutes of Golden Time- reflection sheet (completed during Golden Time) Parents informed | Sent to Key Stage Leader Miss part of lunchtime/ playtime the next day Reflection sheet completed. Parents informed |
| Level 5 | Sent to the Head / Deputy Head Teacher Parents informed | Sent to the Head / Deputy Head Teacher Parents informed |

We always encourage the children to make good choices.

The curriculum

| | | | |
|--|--|--|--|
| <p>Science - Seasons Children will observe changes across the four seasons. Children will observe and describe weather associated with the seasons and how day length varies.</p> <p>Working scientifically Children will ask simple questions and recognise that they can be answered in different ways. Children will perform simple tests. Children will use their observations and ideas to suggest answers to questions. Children will observe closely, using simple equipment. Children will gather and record data to help in answering questions.</p> | <p>Autumn 1</p> <p>Year 1</p>  | <p>Religious Education</p> <p>Thanking God for Nature – The Wonder of Nature – Thankfulness for Nature Children will explore the Biblical Creation Story and recognise how people are thankful for the earth's resources. Children will know about a variety of ways of celebrating special occasions within faith communities, e.g Harvest - Christianity, Sukkot – Judaism and care of the natural world - Islam. Children will know the meaning behind the celebration/s and the importance for those participating.</p> | <p>Maths</p> <p>Children will recognise, count and read numbers up to 20 and beyond. Children will learn to order and sequence numbers to 20. Children will practise their adding and subtraction skills using a range of resources (counters, number lines, cubes, tens frames). Children will learn to partition numbers into tens and ones. Children will learn to use positional language including ordinal numbers. Children will learn to make estimations.</p> |
| <p>PSHE Valuing Differences</p> <p>Children will learn how to recognise other people's feelings while sharing and discussing their own. Children will explore their views to learning in regards to growth mindset. Children will explore emotions by looking at different types of behaviour and how it affects others. Children will talk about the importance of not keeping secrets that make them feel anxious or uncomfortable. Children will share their own opinions and views. They will develop their listening skills and understand how to play cooperatively with others. Children will understand the importance of respecting differences. They will discuss the effects of bullying and teasing.</p> | <p>Computing Information Technology and Digital imagery</p> <p>Children will use the paint packages – simple to more complex to create pictures about all seasons e.g. paint projects, simply paint. Children will create a leaflet on seasons using pictures and key words. HA to create sentences – developing keyboard sentences. Children will use Purple Mash - Themes Autumn – writing project all about seasons. Children will use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> | <p>Art Rennie Mackintosh – Link to Seasons Children will learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Children will make links to our own work. Children will use a range of materials creatively to design and make products. Children will learn to use a colours of the seasons in stained glass windows – using tissue paper. Children develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> | <p>PE</p> <p>Gym- Points and Patches Children learn to travel confidently and competently on different parts of the body. They will hold still balanced positions on large or small body parts. Children will learn to link two balances together and adapt floor work safely onto apparatus. Games – Ball Skills and Games Children will pass a ball in a range of ways with increasing control.</p> |
| <p>English</p> <p>Poetry: Children will read, write and perform free verse. Narrative: Stories with Predictable Phrases Children will read and write stories with predictable phrases. Non Fiction Children will write labels, lists and captions. Take One Book We will explore a book in depth to consolidate the children's learning.</p> | <p>Bringing the Learning to Life Curiosity Corner</p> <p>Children will use a globe, a map of the UK, weather symbols, a sundial and key weather words. Children will be able to ask questions and investigate places of experience and interest in the United Kingdom.</p> | <p>Geography</p> <p>Weather and Locational knowledge Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas-Barnaby Bear-London and Dublin (Via ICTresearch) Know facts about the features of each city. Name and locate the world's seven continents and five oceans. Human and Physical Geography Geographical Skills and Fieldwork</p> | <p>Music – Hey You! Children will keep a steady beat as an accompaniment to a vocal part. Children will chant with an animate voice. Children will listen attentively to soft sounds. Children will listen to and explore Old School Hip Hop. Children will have the opportunity to compose their own rap or words to the existing rap.</p> |
| | | | <p>Phonics Children will revise phase 3 and 4 phonics and move into phase 5 phonics when appropriate.</p> |

How we teach and challenge

- Encourage
- Careful planning of learning
- Consistent high expectations
- Use time well
- Different groupings
- Flexible grouping
- Differentiation
- Active learning
- Assessment for learning
- Questioning- develop deep thinking
- Mastery of methods
- Marking- direct verbal feedback, written feedback, children to edit and improve

Reading and Spelling

- Daily reading is important –strong indicator of success
- Vary text types, authors and genres
- Be positive about reading- show interest and reward
- Discussion and talk about the reading is key
- Books changed regularly
- Planners must be signed
- In Key Stage 1 spelling is taught through daily phonics sessions.

Maths

- Fluency of methods
- Times tables
- Number bonds
- Mastery of arithmetic methods
- Daily real life maths skills- telling the time, cooking

Year 1 – Key Facts (HfL 2017)

- Number bonds within 10 including $\dots + \dots + \dots =$, the effect of adding zero and missing number calculations
- Reordering to find tens and some more e.g. $4+5+6 =$
- Doubles within 10 including subtraction e.g. $6-3=3$ and missing numbers e.g. $6 - \dots = 3$
- Structured subitisation on tens frames to 20

Communication

- Read newsletters- sent out weekly
- Open door policy- talk to teachers. Pop in at the end of the day or morning
- Class teacher is the first point of contact
- Parent Mail
- Reading record/planners
- Write a note
- Make an appointment via the office
- SLT usually out every morning
- Working in partnership

Other information

- Class trips – zoo spring term, castle summer term.
- Clubs- see newsletter/ letters for information
- Parent consultations Monday 22nd October and Wednesday 24th October
- Class assembly – summer term
- Volunteer - readers
- Support school Friends of Tanners Wood events