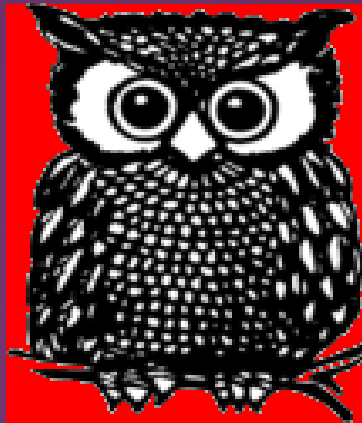


Barham Primary School Parent Presentation



Welcome to Year 1

Year 1 Team Contacts

- 1A-Miss Morley
- 1B- Mrs Murphy
- 1C-Dr Davda - Year Group Leader
- 1D-Mrs Rashid

Phase Leader: Miss Brackett-Thomas

Mission Statement

Accelerated Learning
Reach highest goals possible
Aiming for a better future
Respecting each other
Working Together

Expectations

- Accelerate learning through quality first teaching.
- Develop independence in thought and action.
- Teach pupils to be responsible for their own learning, their belongings, letters, homework and PE/ Games kit.
- **Importantly, to work in close partnership with parents to ensure the best outcomes for pupils in Year 1.**

Returning to School – Post Co-Vid



BE ONLINE READY:

- * We will continue to use a variety of online learning platforms such as ClassDojo, SPAG.com and MangaHigh.
- * Your child will be given usernames and logins.
- * Parents are expected to login to ClassDojo daily, as this will be used as the main line of communication from teachers. If you require support to set this up, please make an appointment with the class teacher.



Returning to School – Post Co-Vid



Parents must monitor their children's health and watch out for any of the following symptoms:

- * High temperature and chills
- * Muscles aches and tiredness
- * Loss of sense of smell or taste
- * Headaches
- * Diarrhoea
- * Persistent dry cough

Even if you are unsure, you **MUST NOT** send your child to school if they exhibit any of the above symptoms.

Parents must wash their children's clothes as often as possible.

Parents must also try and model good hygiene and safety standards at home.

School Uniform

Labelled with child's name on everything.

MUST HAVE:

Winter Uniform:

Grey trousers/skirt/pinafore

White shirt with collar and buttons

Burgundy sweatshirt with school logo

Sensible shoes (**not trainers**)

Grey/white/black socks - no leggings. Cycling shorts should not appear below the hem of skirts/dresses.

Plain tights - black, grey, white

Summer Uniform:

Grey shorts/skirt

White polo shirt


White/grey/black socks

Yellow and white checked dress

Sensible sandals - no open toes (black/brown/blue/white)



No jewellery/nail varnish


Uniform

Sweat shirt	Burgundy Barham Sweatshirt <u>Round-neck</u> with stitched school logo	
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Shirt	White polo shirt top (Nursery, Reception, Years 1,2,3,4)	
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Mid-grey trousers or shorts, Pinafore or skirt		
		

Socks or tights	Grey, black or white only (NB – if children wear cycling shorts under summer dresses or under skirts/pinafores these shorts should not appear below the hem. Black/White leggings are not school uniform.)		
Shoes	Black velcro-fastening trainers (Nurs, Rec Y1 ONLY)	Black, low-heeled, sensible shoes (not long boots or trainers) (Years 2,3,4,5,6)	

PE Pale blue aertex top/polo shirt (available with school logo) Navy/black gym shorts (jogging bottoms optional for outdoors). Black plimsolls outdoors, bare feet indoors All items of clothing and personal belongings should be clearly marked with child's name to reduce the risk of loss.	Hijab/Niqab PLAIN Black, White, Grey or Burgundy 
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Year 1 P.E Kit

- ▶ Black Plimsolls
 - ▶ Blue Polo shirt
 - ▶ Black Shorts
 - ▶ Sweatshirt
 - ▶ Jogging Bottoms - navy/black
 - ▶ PE is **COMPULSORY** - if you consider your child too unwell to do PE, then they are too unwell to attend school.
- **MUST BE** labelled with your child's name on **everything**.
Children are allowed to wear their kit to school but must bring plimsolls in a bag and wear their school shoes.

Resources

From September 7th, 2020, your child will need to bring in their own labelled pencil case. It is advised that the pencil cases are wipeable rather than made of cloth. Children will be encouraged not to share their personal resources.

They will need:

- * Pencils
- * Sharpener
- * Rubber
- * Colouring pencils
- * Glue stick
- * Ruler (30cm)



Transition!

- ▶ The transition from Reception to Year 1 is a crucial time in your child's development and academic journey.
- ▶ As part of your child's development, we will include the following as part of our Year 1 curriculum:
- ▶ **A Global curriculum- linked to Global Goals**
- ▶ Developing independence
- ▶ Working in partnership

How to ensure progress...

- ▶ Your child will make more progress if you:
- ▶ Listen to your child read every day for 20 minutes
- ▶ Read to your child every day
- ▶ Help them to practise the key words - this will be set as homework each week.
- ▶ Support them with their homework every week
- ▶ Go on visits to support their topics
- ▶ The children will take part in a statutory phonics check in the summer term - Further guidance will be given nearer to the time.

Home learning

- From September your child will bring homework home in a folder on Friday. Homework should be completed and handed in by Wednesday at the latest.
- Book bags should be brought to school on **Tuesday**.
- Once the children settle back into their school routine, they will be given spellings each Friday and the children will be tested the following week. Please practise these spellings with your child and encourage them to use their spellings in sentences, poems and short stories at home.

Summer Homework

- ▶ Please ensure your child has completed their summer learning to ensure maximum progress and to prepare them for the new academic year.
- ▶ We posted work for your children to do on the Reception webpage under the Preparation for Year 1 tab. We would appreciate it if this is done in addition to the work set by your current teachers.

1. I can form numbers 0-9 correctly, starting and finishing in the correct place.



2a. I can count to 100 forwards and backwards.

Count to 100 each day. Use a 100 square to help to learn how to count backwards from 100.

2b. I can count, read and write numbers to 100.

Practise counting objects around your home. Recognise numbers at the supermarket. Write numbers to 100.

3. I can identify one more and one less, given a starting number.

Adult to say a number and the child to say one more and one less than the given number.

What is one more than ___?

What is one less than ___?

e.g.



4. I can count in jumps of 2, 5 and 10.

Practise counting jumps of 2s, 5s and 10s. E.g. 2, 4, 6, 8, 10

Write the numbers you get when you count in 2s, 5s and 10s.

Reception Maths

Summer Holiday Homework
2020

Practise these key skills with your child. This will give them a head-start when they enter Year 1.

5a. I can learn and remember number bond facts to 10.

Practise the number bonds to 10.

$$0+10=10$$

$$1+9=10$$

$$2+8=10$$

$$3+7=10$$

$$4+6=10$$

$$5+5=10$$

$$6+4=10$$

$$7+3=10$$

$$8+2=10$$

$$9+1=10$$

$$10+0=10$$

Adult to say a number between 0-10: e.g. 4

Child to say the answer to make 10: e.g. 6

6. I can name and recognize 2D and 3D shapes.

2D shapes



Rectangle

square

circle



triangle

3D shapes



cuboid



cube



sphere



pyramid

5b. I can learn and remember number bond facts to 20.

Learn the number bonds to 20.

For example: $2 + 18 = 20$

1a. Learn to name the letters of the alphabet in order.

A B C D E F G H
I J K L M N O P
Q R S T U V W
X Y Z

1b. Learn to write your capital letters correctly.

2. Write simple sentences using capital letters and full stops correctly.

my mum went to the shop
i saw a cat
the butter was in the fridge
some children played with a ball
jake sat with his friends

3. Use the *letter-join* app to write lower case letters in the correct direction, starting and finishing in the correct place.

How to log in to Letter-join

DESKTOP AND LAPTOP LOG-IN

Simply go to www.letterjoin.co.uk and log in, using the Desktop log-in boxes, with these details:

User name: next
Password: steps

Letter-join will work on the following browsers on PCs:

- Google Chrome
 - Safari
 - Firefox
 - Opera
- We cannot recommend using Internet Explorer for Letter-join.

IPAD AND TABLET LOG-IN

Go to www.letterjoin.co.uk, select the Tablet Login button and log in using these details:

User name: next
Swipe code (starting at top left):



Letter-join will run on the following tablets:

- iPads running at least iOS7 through the Safari browser.
- Windows 8 tablets (8 inch and bigger) using the built-in browser.
- Android tablets (8 inch and bigger) using Google Chrome, Firefox or Opera.

4. Spell the days of the week.

Can you write it without looking?

1. MONDAY

2. TUESDAY

3. WEDNESDAY

4. THURSDAY

5. FRIDAY

6. SATURDAY

7. SUNDAY

Reception Literacy

Summer Holiday Homework
2020

Focus on one task each week to ensure your child thoroughly understands and can achieve the target.

5. Think of and write questions about the picture below.



Now, do it again with another picture!

6. Understand that singular means one.
Plural means more than one.

Know that singular nouns can be changed into plurals by using the rule on the right.

Apply the rule with these words:

month

day

buzz

cat

glass

wish

fix

desk

dress

cup

stick

brush

books

church

dish

box

train

tree


For most words you add -s.
If the noun ends with:
-ch, -s, -ss, -sh, -x, -z, or -zz
add -es to form the plural.

100 High Frequency Words Checklist

<input type="checkbox"/> a	<input type="checkbox"/> children	<input type="checkbox"/> her	<input type="checkbox"/> look	<input type="checkbox"/> on	<input type="checkbox"/> there
<input type="checkbox"/> about	<input type="checkbox"/> come	<input type="checkbox"/> here	<input type="checkbox"/> looked	<input type="checkbox"/> one	<input type="checkbox"/> they
<input type="checkbox"/> all	<input type="checkbox"/> could	<input type="checkbox"/> him	<input type="checkbox"/> made	<input type="checkbox"/> out	<input type="checkbox"/> this
<input type="checkbox"/> an	<input type="checkbox"/> dad	<input type="checkbox"/> his	<input type="checkbox"/> make	<input type="checkbox"/> people	<input type="checkbox"/> time
<input type="checkbox"/> and	<input type="checkbox"/> day	<input type="checkbox"/> house	<input type="checkbox"/> me	<input type="checkbox"/> put	<input type="checkbox"/> to
<input type="checkbox"/> are	<input type="checkbox"/> do	<input type="checkbox"/> I	<input type="checkbox"/> Mr	<input type="checkbox"/> saw	<input type="checkbox"/> too
<input type="checkbox"/> as	<input type="checkbox"/> don't	<input type="checkbox"/> I'm	<input type="checkbox"/> Mrs	<input type="checkbox"/> said	<input type="checkbox"/> up
<input type="checkbox"/> asked	<input type="checkbox"/> down	<input type="checkbox"/> if	<input type="checkbox"/> mum	<input type="checkbox"/> same	<input type="checkbox"/> very
<input type="checkbox"/> at	<input type="checkbox"/> for	<input type="checkbox"/> in	<input type="checkbox"/> my	<input type="checkbox"/> see	<input type="checkbox"/> was
<input type="checkbox"/> back	<input type="checkbox"/> from	<input type="checkbox"/> into	<input type="checkbox"/> no	<input type="checkbox"/> she	<input type="checkbox"/> we
<input type="checkbox"/> be	<input type="checkbox"/> get	<input type="checkbox"/> is	<input type="checkbox"/> not	<input type="checkbox"/> so	<input type="checkbox"/> went
<input type="checkbox"/> big	<input type="checkbox"/> go	<input type="checkbox"/> it	<input type="checkbox"/> now	<input type="checkbox"/> some	<input type="checkbox"/> were
<input type="checkbox"/> but	<input type="checkbox"/> got	<input type="checkbox"/> it's	<input type="checkbox"/> of	<input type="checkbox"/> that	<input type="checkbox"/> what
<input type="checkbox"/> by	<input type="checkbox"/> had	<input type="checkbox"/> just	<input type="checkbox"/> off	<input type="checkbox"/> the	<input type="checkbox"/> when
<input type="checkbox"/> called	<input type="checkbox"/> have	<input type="checkbox"/> like	<input type="checkbox"/> oh	<input type="checkbox"/> their	<input type="checkbox"/> will
<input type="checkbox"/> came	<input type="checkbox"/> he	<input type="checkbox"/> little	<input type="checkbox"/> old	<input type="checkbox"/> them	<input type="checkbox"/> with
<input type="checkbox"/> can	<input type="checkbox"/> help			<input type="checkbox"/> then	<input type="checkbox"/> you



Your child should also learn and practise reading and writing the first 100 keywords.

- 
- ▶ Timings for the school day for the week beginning September 7th, will be provided in a letter from Ms Giles.
 - ▶ Children should be collected by an adult - please let the teacher and office know if someone else is picking up your child.
 - ▶ Teachers are available at the end of the day if you need to discuss anything.
 - ▶ Label everything especially jumpers because there may be 100 of the same size in the school.

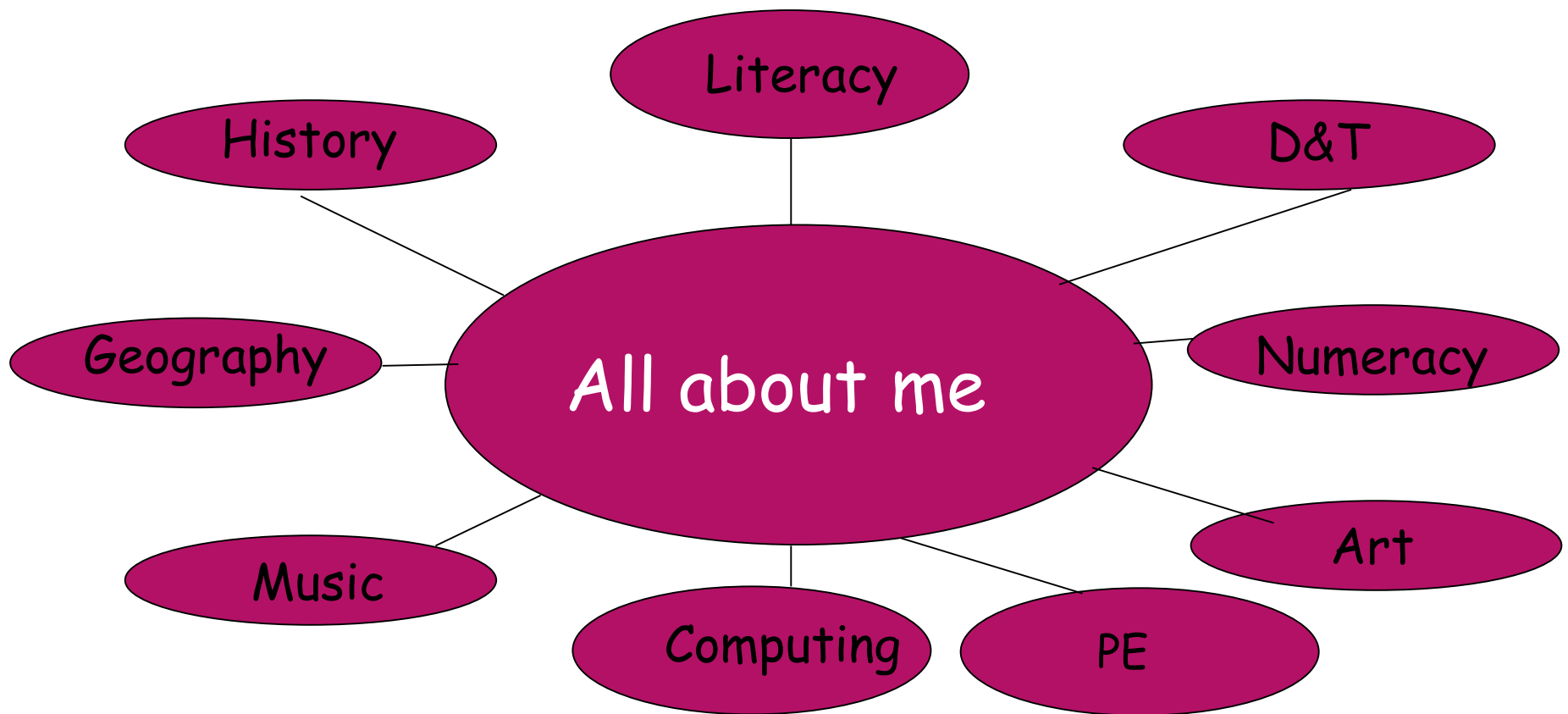
Positive Behaviour Management

- Positive behaviour management using praise, mentions assembly, rewards and Dojo.
- Green, Red and Yellow cards for 'Good to be Green' behaviour.
- Parental partnership for supporting learning.

Year 1 Targets

- ▶ Please download maths, literacy and reading targets from the school website. We have posted these targets on the Year 1 web page under 'Target Tracker Statements'.
- ▶ Your child will be expected to be at Band 1S (Band 1 secure) by the end of the year.

Global Curriculum



Phonics

- ▶ Please help your child to continue to learn and practise the sounds that they have learnt in phonics.
- ▶ Encourage your child to segment (sound out) and blend (put the sounds back together) the words that they read. Example- c-a-t-s: cats.
- ▶ There are some useful websites that you can use to support your child in their phonics knowledge.
- ▶ You tube: Mr Thorne does Phonics (Phases 2- 5)
- ▶ Phonicsplay.co.uk There are some games that you can play for free on this site.

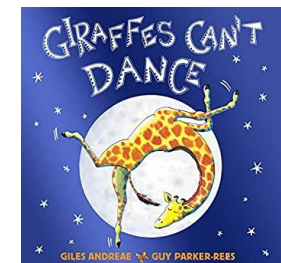
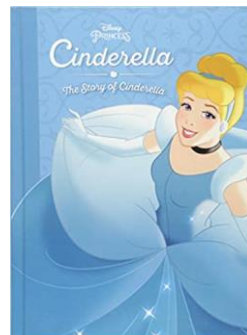
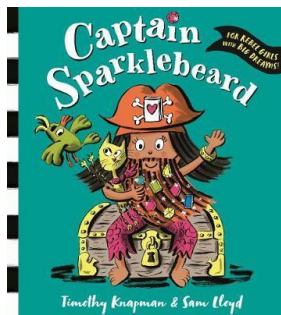
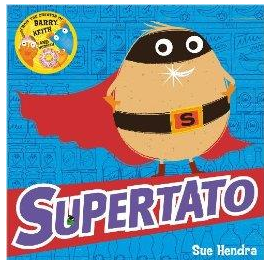
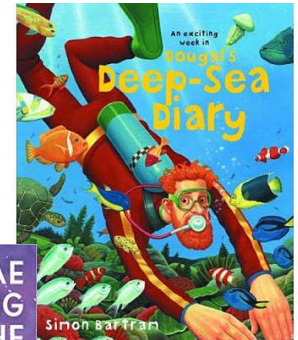
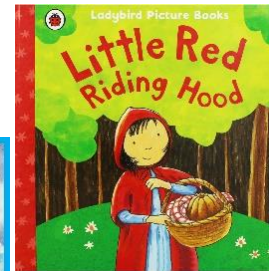
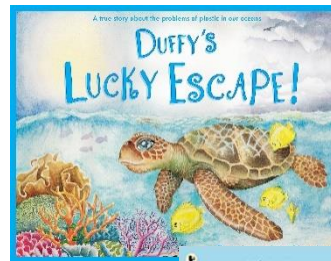
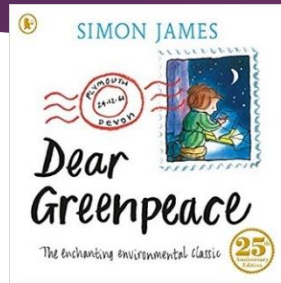
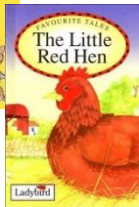
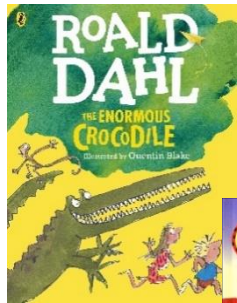
Phonics

- Your children will sit the statutory Phonics Test in Year 1. Further guidance will be given out.
- Please work with the children to recognise and say the phonics sounds.
- <https://www.jollylearning.co.uk/resource-bank-old/learn-the-letter-sounds/>

Reading

- ▶ Learn the first 100 keywords.
- ▶ Make predictions about the story.
- ▶ Retell the story in their own words- role-play and discussion about the characters SP and L.
- ▶ Encourage children to ask questions when they don't know the meaning of a word or understand part of the story.
- ▶ Ask your child questions about what they have read.
- ▶ Read a range of material - books, magazines, comics, signs, labels and print in the environment.
- ▶ Encourage your child to sound out words using phonic knowledge.

Year 1 Class Readers



Year 1 Recommended Book List 2020

<https://schoolreadinglist.co.uk/reading-lists-for-ks1-school-pupils/suggested-reading-list-year-1-pupils-ks1-age-5-6/>

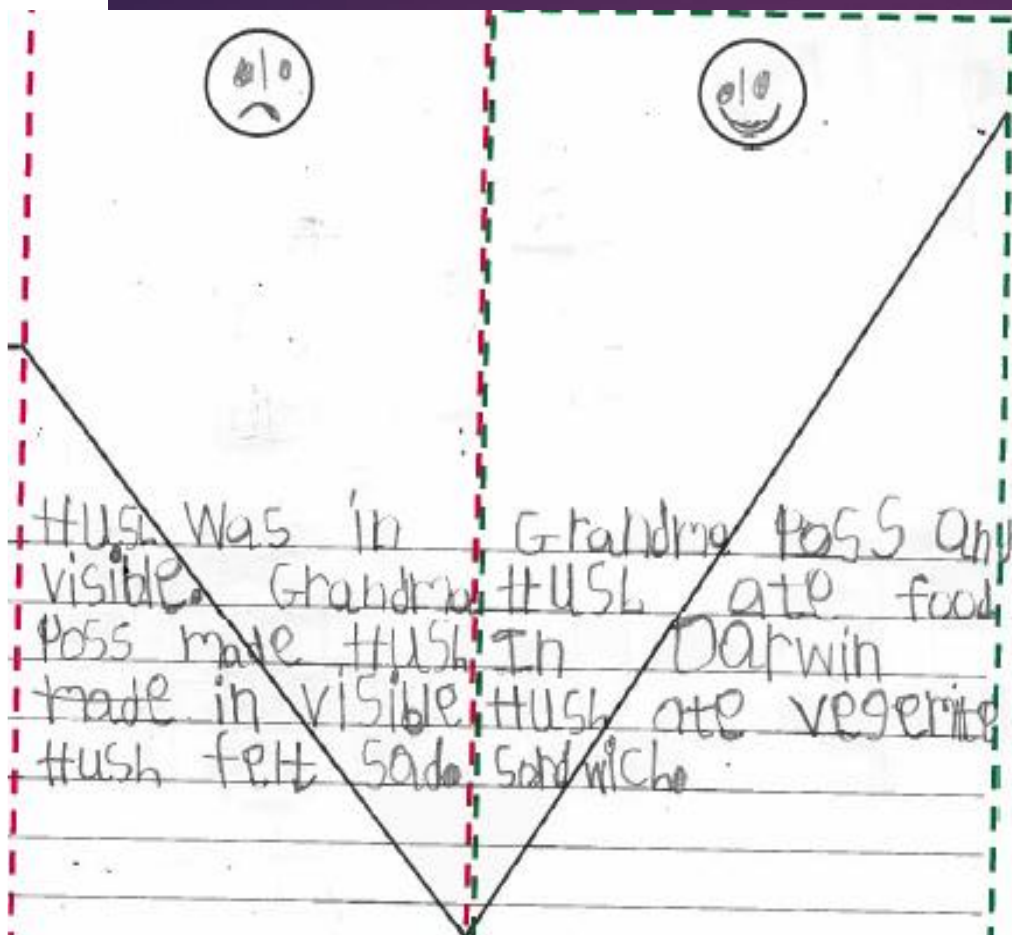
Writing

- ▶ Practise using capital letters and full stops.
- ▶ Remember to leave finger spaces between each word
- ▶ Forming letters correctly and letters sitting on the line.
- ▶ Use simple adjectives to describe e.g. colour and size.
- ▶ Use simple conjunctions -and

Here an example of **Band 1 beginning writing**. They should be able to write at least 3 sentences independently that the teacher can read without their help.



Writing continued



Examples of Band 1
Working within and
Band 1 secure
writing.

Dear DAD 26/6/19
We played bingo in math. Today we were
learning about 2D and 3D shapes is math. I
played with Chenaya and we were
making and Chenaya won the race.
We learnt about compound words and it was fun
making compound words. Today I got Elisha
to be my friend. At home I made a
kangaroo and a kangaroo out of cardboard.
At home I practiced my number bonds.
Yesterday was Dias birthday at school.
Today is Elisha's birthday at school and
I am playing with her because she
said so. Yesterday I ate popcorn.
Love from Laiha




Once upon a time, there live
a active, curry and Chubby
Wombat. One day he decide
to dig a hole and go
into it. So he dug and he
dug and he dug. One smelly
day he went out of his smelly
muddy and huge tunnel. an
Start to look for his mum but she
wasen't there at all!!!
So he walked and he walked.
First he saw a beautiful, a
pattered and fluffy feathered
kookaburra. The kookaburra
said "Who are you and what
do you do?" she said "Wombat
said "I dig a lot and I
think a lot!" said Wombat.
"That's nothing" she said
"I can fly" she said. Then she
looped the loop and flew off.
Next he saw wallaby jumping
by. "Who are you and what do
you do?" said Wallaby. Wombat said

Example of Band 2 beginning.

Maths

- ▶ Learn number bonds to 10, 20 and 100
- ▶ Say the days of the week in order and learn to spell the days of the week.
- ▶ Recognise coins and begin to count small amounts.
- ▶ Read, write and order numbers to 20 and beyond.
- ▶ Write the numbers 1 to 20 in words e.g. one, two...
- ▶ Count on and backwards (find one more and one less)
- ▶ Name and recognise 2D & 3D shapes.
- ▶ Add and subtract practically using objects, number lines and 100 squares
- ▶ Doubling and halving numbers.
- ▶ Learn their **2s, 5s, and 10s** times tables.



Thank You for your support. We look forward to working with you, in partnership, to support our children.