



# Parent Partnership Evening Year 1



# School Creed

This is our school,  
Let peace dwell here.  
Let the school be full of contentment.  
Let love abide here,  
Love of our school,  
Love of one another,  
Love of mankind,  
Love of life itself  
And love of Jesus.  
Let us remember,  
That as many hands built our school,  
So many hearts make our school.  
Amen



# Class Teachers



Miss Ali  
1A



Mr Aldridge  
1AL



Miss Roux  
1R



# Additional Staff



Miss Francis



Miss Addley



Mrs Tasnim



Mrs Butler



Mrs Hewitt

# PPA Cover



Mrs Tackie



Mrs Ibrahim



Mr Kavanagh



Mrs Stockwell



# Attendance

Attendance at school is extremely important to ensure all pupils achieve their full academic achievement.

Regular attendance means attending school every-day, arriving at school on time and attending every lesson.

Gates open at 8.35am and children are expected to be in their classrooms at 8.45am.

Registers are taken at 8.50am; children who are not in class when the register is taken will be marked as late.

School finishes at 3:05pm, where you will be expected to pick up your child promptly from the classroom doors. If you are late, the children can be collected from the office. Please phone the office if you are going to be late so your class teacher can be informed.



# Attendance (continued)

Absence during term-time interrupts continuity of teaching and learning and disrupts the educational progress of individual children. If your child is unwell or needs to attend a medical appointment please call or email the school office as soon as possible

As part of our safeguarding procedures, we call families if a child is not present at registration and we have not been alerted to the absence by their parent carer. Please ensure that we have at least 2 contacts on file and they are current details.

Attendance is regularly monitored internally and by Surrey County Council; we work in partnership with parents to ensure that children attend school and will contact parents to discuss any concerns;

Please contact the school if you have any concerns about attendance - we are here to help.



# Communication

- Ring the school and leave a message
- Email the office (this will be forwarded on to us)
- Write us a letter
  
- Parents evenings will be in Autumn and Spring term
- Reports will come home in Summer term

A member of SLT will also be on the gate every morning if you have specific questions or need a message passing on.



# Medical Matters

- We need to know if there are any allergies (especially if these require epipens)
- Medicines that are kept in school will need to be in date- expired medicines will be sent home to be replaced asap
- If your child is unwell, please let the school office know. Please allow 48hours for sickness and tummy upsets.
- Please try to make appointments out of school times however if your child does have a medical appointment during the school day, please let the school office know as soon as possible.
- Your child will be expected to do P.E. unless we receive a written note from you excusing them.



# Assessment

- All children are assessed against the National Curriculum objectives
- Based on the objectives taught, children will be assessed as one of the following:
  - Greater Depth
  - Expected
  - Working Towards
  - Below
- Information on where your child is working will be relayed during parents evening and at the end of the year.
- Year 1 pupils undertake a phonics screening in June to assess their phonetic ability.



# Behaviour and Relationships

Our policy incorporates developing positive behaviour for learning and relationships, with managing behaviour in school (rewards and sanctions).

Each class sets out clear expectations for behaviour and we use a consistent reward chart across the whole school.

We work with children in class, in small groups and individually to support the development of healthy relationships. We also work closely with parents so that we take a holistic approach to this area of development.



# Religious Education

As a Catholic school Religious Education is a core subject and is planned, taught, assessed and monitored with the same rigour as other core curriculum subjects. It is split into three important strands: Catholic Life, Teaching and Learning and Collective Worship.

St Joseph's is piloting a brand new scheme of work 'To Know you More Clearly' as part of our diocese. This scheme is in its early stages but praised by schools for how well it meets the needs of the pupils and supports them in their understanding. It is made up of six key branches, which are repeated each year. This means that throughout our pupil's education, they are constantly accumulating further knowledge and a greater, deeper understanding.

We are currently studying the first branch of the cycle, Creation and Covenant. As part of this, we will be focusing on the creation story and what it entails as a Christian, and how in turn we relate to God, and our responsibility as stewards of the earth as well as global brothers and sisters.



Teaching time allocation is 10% of our timetable.  
(This does not include times of Collective Worship)

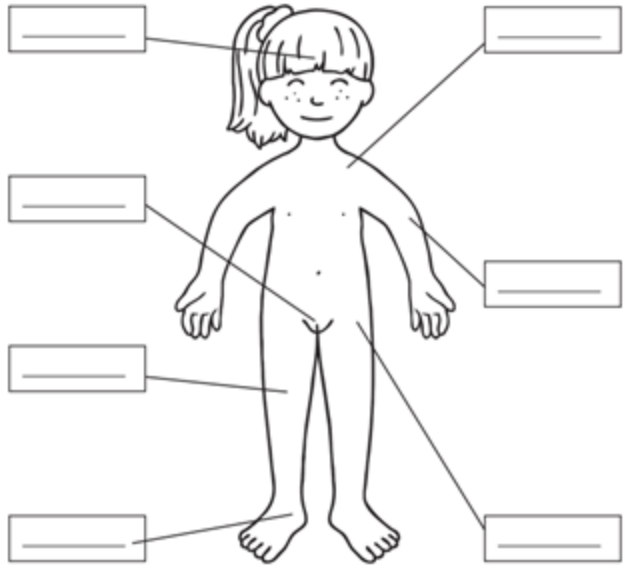
**Collective Worship**  
Monday: Whole school Gospel assembly  
Tuesday - Wednesday: In class  
Thursday: Liturgy and Hymn Practice  
Friday: Celebration assembly



# RSE - Relationships and Sexual Education

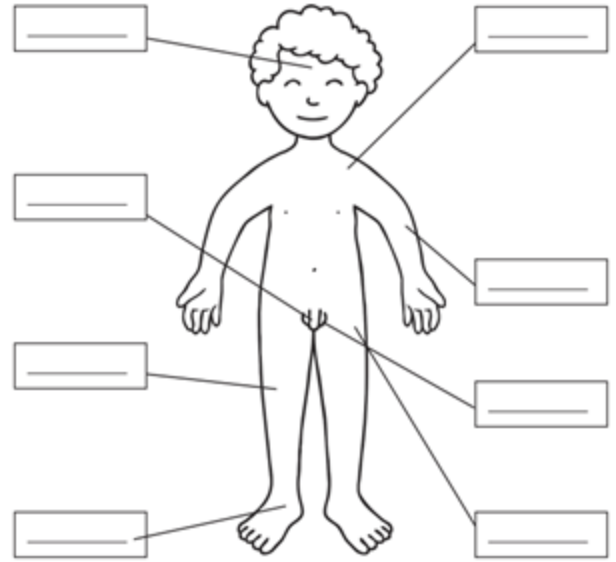
## Body Parts and Private Parts

- ankle
- elbow
- vulva
- waist
- shoulder
- forehead
- thigh



## Body Parts and Private Parts

- ankle
- elbow
- penis
- hip
- shoulder
- forehead
- thigh
- testicles





# English overview

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 Fiction	<p><b>Oral re-telling</b></p> <p><b>Model Text:</b> Goldilocks and the 3 Bears</p> <p><b>Writing Focus:</b> Character</p> <p><b>Story Type:</b> Traditional Tale</p> <p><b>Model Text:</b> Billy Goats Gruff</p> <p><b>Writing Focus:</b> Character</p> <p><b>Story Type:</b> Defeating the monster</p>		<p><b>Model Text:</b> The Story of Pirate Tom</p> <p><b>Writing Focus:</b> Setting</p> <p><b>Story Type:</b> Rags to Riches</p>	<p><b>Model Text:</b> Jack and the Beanstalk</p> <p><b>Writing Focus:</b> Action</p> <p><b>Story Type:</b> Defeating the monster</p>	<p><b>Model Text:</b> Beegu</p> <p><b>Writing Focus:</b> Setting</p> <p><b>Story Type:</b> Warning Tale</p>	
Year 1 Non-Fiction		<p><b>Model Text:</b> Bridge Trolls</p> <p><b>Purpose:</b> Non-Chronological Report</p> <p><b>Form:</b> Fact file</p>	<p><b>Model Text:</b> The Island of Rockabilly</p> <p><b>Purpose:</b> Persuasion</p> <p><b>Form:</b> Advert</p>	<p><b>Model Text:</b> How to trap a giant</p> <p><b>Purpose:</b> Instructions</p> <p><b>Form:</b> Set of Instructions (How to trap a Beanstalk Giant)</p>		<p><b>Model Text:</b> My trip to planet Earth</p> <p><b>Purpose:</b> Recount</p> <p><b>Form:</b> Recount</p> <p>LINK TO TRIP</p>



# How we teach Talk for Writing

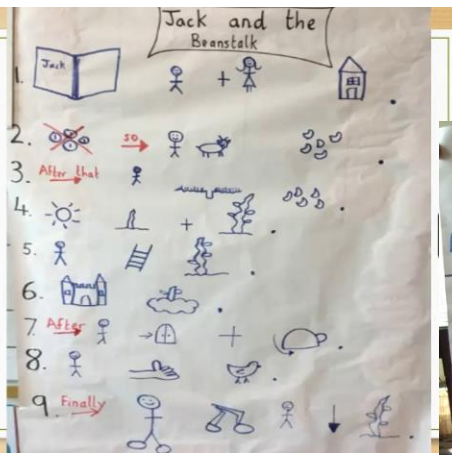
## Talk for Writing Process

<ul style="list-style-type: none"><li>● Cold writing task (unaided writing, baseline oral story)</li><li>● Set key focus and goals for the unit</li><li>● Select, adapt or create a model text</li></ul>	Daily spelling, sentence and paragraph activities	<p><b>Preparation</b></p> <p>↓</p> <p><b>Imitate</b></p> <p>↓</p> <p><b>Innovate</b></p> <p>↓</p> <p><b>Independent Application</b></p> <p><b>*Invent</b></p>
<ul style="list-style-type: none"><li>● Oral learning of model text</li><li>● Reading as a reader</li><li>● Reading as a writer</li><li>● Boxing up the text / Create the toolkit</li></ul>		
<ul style="list-style-type: none"><li>● Planning</li><li>● Whole class / group teaching</li><li>● Daily shared, guided and independent writing</li><li>● Daily feedback</li></ul>		
<ul style="list-style-type: none"><li>● Guided and independent writing</li><li>● Application across the curriculum</li><li>● Hot task</li><li>● Feedback</li><li>● Publication or performance</li></ul>		



# How we teach Talk for Writing

A story map guides the children as they orally retell the story.




Adventure Stories	
Set out - Beginning	M.C travelling somewhere
Initial problem - Build-up	Package or something left behind by 'baddie'
Further problem - Dilemma	Takes 'package', heads off and eventually hides (Suspense)
Possible resolution	Seems to have escaped.
Ending - or final twist / uncertainty	What the MC finally does - outcome.



# By the end of the year...

Monday 15<sup>th</sup> July

LO: To write a descriptive paragraph about the monster.



Glaring at me fiercely was a fat, large beast. It smells bitter, rotten and smelly. It looks dark dark as midnight. He has a sharp, pointy yellow tooth poking out of his mouth. It tastes dry, sweet. It feels spiky, thick. He has half-erly walk on his body. His eyes are ar brown and 19 cen. He has half in his nose.

Innovate  
Date: Friday 19<sup>th</sup> July 2024

LO: To write a warning tale (focus: setting description)

Let's have a look at our toolkit...

**File up the details with a sentence of 3**

Commas in a list, adjectives

Exactly, the moment just the last, wide track, through the sunning stars, and around a red, dusty planet.

Choose a name for your setting

Planet Earth

Beego's spaceship crashed on a strange planet called Earth.

**Paint a picture for the reader**

Expanded noun phrases, adjectives

vast, white moon

Include time of day

fronted adverbials

Early the next morning.

Similes to describe and compare

Similes

As quick as a flash,

**Warning tale (setting)**

Warning

command sentence

Don't go flying alone!

■ Tool ■ Grammar ■ Example

once upon a time, there lived a lion cub called **K**imba who lived in the **S**avanna. **K**imba loved to explore, but his mum said don't go of on your own! But **K**imba didn't listen! Early the next morning, **K**imba decided to explore the ~~the~~ **S**avanna.



# By the end of the year...

Innovate  
Date: Friday 19<sup>th</sup> July 2024

LO: To write a warning tale (focus: setting description)

Let's have a look at our toolkit...

**Write a sentence**

Pile up the detail with a sentence of 3

Commas in a list, adjectives

Exclude the action part the verb, while main, through the writing start, and remove a red, blue pencil.

Choose a name for your setting

Planet Earth

Becky's space ship crashed on a strange planet called Earth.

**Write a picture**

Paint a picture for the reader

Expanded noun phrases, adjectives

vast, white moon

Include time of day

fronted adverbials

Early the next morning.

Warning tale (setting)

Warning

Command sentence

Don't go flying alone!

Similar to describe and compare

Similes

As quick as a flash.

■ Tool ■ Grammar ■ Example

**Kimba**

Once upon a time,  
there lived a little  
lion cub called Kimba.  
Kimba loved exploring  
the sandy savannah.  
But her mum told  
Kimba what ever you  
do don't go exploring  
by your self mum  
named. But Kimba did  
not listen. Finally the  
next morning, Kimba

set off exploring  
the <sup>made</sup> grass,  
tall trees and grey  
rocks. She tiptoe past  
the loud lions, orma  
silert and noisy night  
jars & birds playing  
together. A <sup>spontaneous</sup>  
Kimba got lost.  
later that night  
it was dark, lonely  
and the air <sup>was</sup> cold.

My friends



# Our cursive handwriting style

Aa Bb Cc Dd Ee Ff Gg

Hh Ii Jj Kk Ll Mm Nn

Oo Pp Qq Rr Ss Tt Uu

Vv Ww Xx Yy Zz



# Phonics

Each child is carefully assessed and placed into a RWI group based their phonics sound knowledge and reading skills. This ensures that all children are working at the right level for their ability which is the best way to ensure progress and confidence in their reading skills. Your child will be taught phonics by any member of the Year 1 team.

Groups are assessed every half term and children are moved accordingly to either accelerate progress or provide further consolidation. Any children who are not making sufficient progress will be given targeted intervention or additional support during afternoon sessions.



# Maths

We follow the White Rose Scheme of learning which is broken down into blocks. Each block is divided into a series of small learning steps. Together, these small steps cover all the curriculum content that your child needs to know for Year 1. Please see our yearly overview below:

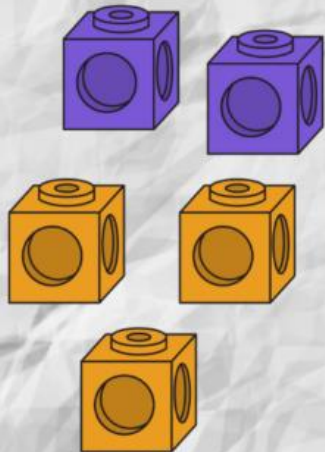
<b>Autumn term</b>	<p>Number</p> <p><b>Place value</b> (within 10) FREE TRIAL</p> <p>VIEW</p>	<p>Number</p> <p><b>Addition and subtraction</b> (within 10)</p> <p>VIEW</p>		<p>Geometry Shape</p> <p>VIEW</p>	Consolidation		
<b>Spring term</b>	<p>Number</p> <p><b>Place value</b> (within 20)</p> <p>VIEW</p>	<p>Number</p> <p><b>Addition and subtraction</b> (within 20)</p> <p>VIEW</p>	<p>Number</p> <p><b>Place value</b> (within 50)</p> <p>VIEW</p>	<p>Measurement</p> <p><b>Length and height</b></p> <p>VIEW</p>	<p>Measurement</p> <p><b>Mass and volume</b></p> <p>VIEW</p>		
<b>Summer term</b>	<p>Number</p> <p><b>Multiplication and division</b></p> <p>VIEW</p>	<p>Number</p> <p><b>Fractions</b></p> <p>VIEW</p>	<p>Geometry Position and direction</p> <p>VIEW</p>	<p>Number</p> <p><b>Place value</b> (within 100)</p> <p>VIEW</p>	<p>Measurement Money</p> <p>VIEW</p>	<p>Measurement</p> <p><b>Time</b></p> <p>VIEW</p>	Consolidation



# Maths

Brain science tells us that by learning maths in small, related chunks, your child will remember more. We also ensure that we follow a concrete-pictorial-abstract approach to best support the children's understanding throughout each block:

**Concrete**



**Pictorial**



**Abstract**

$$3 + 2 = 5$$



This year, we will be launching NumBots for KS1.

NumBots is an online maths learning platform that helps children learn how to add and subtract, improving their fluency and recall in basic mental maths, and equipping them with maths confidence. NumBots covers subitising, number bonds, and addition and subtraction of double-digit numbers; gradually helping your pupils to build a solid conceptual understanding of number sense.

They will be able to earn lots of certificates as they move through the levels and build up their robot avatars.



# Year 1 Curriculum

Year 1	Autumn 1 (8)				Autumn 2 (7)			Spring 1 (6)		Spring 2 (6)			Summer 1 (5)		Summer 2 (7)						
Science	Seasonal Changes				Everyday materials			Sensitive bodies		Comparing Animals			An introduction to plants		Investigating Science through stories						
Computing	Internet Safety	Computing Systems and Networks			Digital Printings			Internet Safety	Programming A		Grouping Data			Digital Writing		Internet Safety					
History	Growing Up (6)			Black History Month	Remembrance				The Great Fire of London (3)			School in the past (6)		Windrush							
Geography				Our World	What a Wonderful World (6)			Bustling City Life (8)			Our World			Our World	School in the Past - Local Geography & Sustainability (4)						
Art	The colour wheel (4)						Christmas Clay (3)	Weather collagraphy (6)			Mother's Day Art			James Rizzi (6)							
DT				Construction (6)						Wheels and Axels (6)					Father's Day Art	Food Preparations (5)					
Music	Hey You			Nativity			Rhythm in the Way we Walk and The Banana Rap		In The Groove - Glockenspiel introduced			Round and Round		Your Imagination							
TenTen				Cultural Celebrations									RSE: We meet God's love in our family.		RSE: We meet God's love in our family.						
PSHE	Settling Activities	Empathy	Who is Special to us?		Anti-Bullying wk	Respect	What makes us stay healthy?		Resilience	What can we do with money?		Mental Health wk	Responsibility	How can we look after each other and the world?		Adaptation	What is the same and different about us?		Ambition	Who helps us to keep safe?	
PE 1	Fundamentals			Dance			Gymnastics		Forest School			Athletics		Sports Day Prep (1)	Sports Week Activities	Striking and Fielding					
PE 2	Ball Skills						Pancake Race	Fitness				Fun Run	Sending and receiving								



# Forest School



- \*It is outside learning and an extension to the curriculum.
- \*It's a chance to learn in a different way by being immersed in extremely fun challenges in a more relaxed environment.
- \*It links to the foundation curriculum and links are always made with RE, key events and seasonal changes.
- \*Sessions are broadly child-initiative, but experiences are built on with opportunities to work with tools, develop confidence and take risks.
- \*This year weeks 3-7 we will encompass lots of food preparation and of course BBQ's will feature too! We hope to make tin can lanterns too please bring in a named empty can.
- \*The children love Forest School sessions and the fun and laughter is echoed round our woods. Please make sure your children are equipped for each session with suitable warm clothing etc and have a change of shoes too. Also please remember It's always much colder in the Forest.
- \*We will be asking for Parent helpers to make our forest school sessions possible.





# P.E.

This half-term, our P.E. days will be:

- Monday (1A and 1AL)
- Wednesday (all of Year 1)
- Thursday (1R)

Please ensure your child is dressed appropriately for the weather (P.E. could be inside or outside)

Shoes - if your child is unable to tie their own laces then they must wear Velcro shoes.



# Uniform

School uniform contributes to a child's sense of belonging and signifies pride in our school.

We have a simple school uniform of navy, grey, white and emerald green. See next slide for KS1 uniform list. All of our uniform items can be purchased from our online school uniform shop. Non-logo uniforms items can also be bought from high street shops.

To maintain a neat and tidy school uniform, we ask that:

Skirts should be an appropriate length and of a style which allows girls to sit comfortably on the floor. Shoes should be flat, black and appropriate for school. Your child should wear shoes which he or she can manage to do up independently. Please do not send your child to school in shoes which prevent them from running in the playground.

Hair longer than shoulder length must be tied back at all times and hair bands/clips etc must be navy, black or brown.

Children should not wear make-up, coloured hair or nail varnish.

Lost property is a problem at school! Please ensure that all items of clothing and belongings are very clearly labelled, which will allow lost items to be returned to their owner should they be found. If labelled, items will usually be returned very quickly!



### Key Stage 1 & 2

#### Girl's Winter Uniform



#### Girl's Summer Uniform



#### Boy's Winter Uniform



#### Boy's Summer Uniform



### Whole School PE Kit



St Matthew

St Mark

St Luke

St John



PE Footwear EYFS & Key Stage 1



PE Footwear Key Stage 2

### School Bags



EYFS & Key Stage 1



## Other Important Information

**Allergies-** Just a gentle reminder that we are free from nuts (including peanuts and Nutella), lemons and oranges.

**Snacks-** Fruit is provided for all children. If you wish to do so, you may provide your child with an alternative **fruit or vegetable** snack.

**Lunch-** Children in KS1 are provided with free school meals which consist of a range of healthy choices. Please ensure the office are told of any allergies/dietary needs that your child has. Children will be expected to independently cut their own food with a knife and fork.



# Other Important Information

- **Google classroom** - Will replace tapestry and will be our main channel of communication to you. Homework will be available here once everyone has their logins. Children will be using these to login to Chromebooks during computing lessons so please don't change the passwords.
- **Reading** - Children will be expected to read every day with a parent/guardian. One RWI book for the week to improve fluency. Reading records due on Wednesdays.
- **Homework** - Each week the children will receive a piece of homework based on what we have been learning in addition to their reading book. Due on Wednesdays.
- **QR codes/links** - phonics homework



# Other Important Information

## Trips and visits

We are planning to visit Godstone Farm in summer term as this will link to our foundation curriculum. We will travel by coach and spend the full school day there.

More information will be sent via Arbor and Google Classroom closer to the time.



Thank you so much for attending tonight.

Any questions?