

Welcome to  
**Year 1**



Your teachers this year  
will be

Mrs Cuthbert– 1C

Miss Purton – 1P

# Recovery Curriculum

- ▶ The Recovery Curriculum is a term that references adaptations made to the current National Curriculum provision to ensure children are supported both emotionally and academically following their return to school.
- ▶ The curriculum will initially look at ways to support any children who may be anxious and/or who have found the lockdown experience/frightening/worrying.
- ▶ We have been advised to ensure that there are additional movement breaks during the school day and that initially lessons should be shorter, to build up children's engagement and stamina.
- ▶ We will be using the 'Zones of Regulation' throughout the school to help children manage their feelings following the time they have had out of school.
- ▶ Those children who made progress during this lockdown period will have their needs addressed as we would have in pre-pandemic times.
- ▶ Key areas of learning in Maths, English and Science from the previous academic year will be revisited as appropriate.
- ▶ Designated year groups may select specific focus areas for their classes based on cohort needs.

# Recovery Curriculum: Fine Motor Skills Y1

- ▶ As part of our 'Recovery Curriculum', this term we will be dedicating specific time to strengthening our fingers and developing our fine motor skills so that we can become better writers.
- ▶ At home you can also work on this by encouraging cutting using scissors, playing with playdough/plasticine, placing clothes pegs on the rim of a box, picking coins up with different fingers, etc

# Recovery Curriculum: Auditory Processing Y1

- ▶ Auditory processing are the skills used to listen and process what has been said.
- ▶ There are four **auditory processing skills** that people may struggle with:
  - ▶ **Auditory discrimination:** noticing, comparing, and distinguishing between separate sounds
  - ▶ **Auditory figure-ground discrimination:** focusing on the important sounds in a noisy setting
  - ▶ **Auditory memory:** recalling what you've heard, either immediately or in the future
  - ▶ **Auditory sequencing:** understanding and recalling the order of sounds and words
- ▶ As it has been a long time since most children have been to school, Y1 will be including auditory processing sessions and activities in class which will benefit all children.

# Thinking Maps – Visual tools

David Hyerle

## HYERLE'S THINKING MAPS

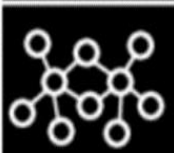
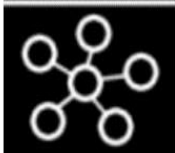
**Circle Map** -  
(with frame of reference)  
for defining context



**Tree Map** -  
for  
classifying/grouping



**Bubble Map** -  
for describing  
with adjectives



**Double Bubble Map** -  
for comparing and  
contrasting.

**Flow Map** -  
for sequencing  
and ordering.



**Multi-Flow Map** -  
for analyzing  
causes  
and effects.

**Brace Map** -  
for identifying part/whole  
relationships



**Bridge Map** -  
for seeing  
analogies.

In 2018-19 we introduced Thinking Maps at St Edmund's.

Thinking Maps are tools that help organise our thinking.

The eight maps each support a different type of thinking (cognitive process).





# Habits of Mind

We will continue our work at St Edmund's introducing children to the 'Habits of Mind', created by Arthur L. Costa and Bena Kallick. These 'Habits of Mind' are identified as a set of sixteen problem solving, life related skills, important for effective learning. Those highlighted in red are focus areas for the coming year.

1. *Persisting*
2. *Managing Impulsivity*
3. *Listening with Understanding and Empathy*
4. *Thinking Flexibly.*
5. *Thinking about Thinking (Metacognition*
6. *Striving for Accuracy*
7. *Questioning and Posing Problems*
8. *Applying Past Knowledge to New Situations*
9. *Thinking and Communicating with Clarity and Precision*
10. *Gathering Data through All Senses*
11. *Creating, Imagining, Innovating*
12. *Responding with Wonderment and Awe*
13. *Taking Responsible Risks*
14. *Finding Humour*
15. *Thinking Interdependently*
16. *Remaining Open to Continuous Learning*

# Zones of Regulation

- ▶ The 'Zones of Regulation' teach children emotional vocabulary and understanding as well as how to self-regulate their emotions.
- ▶ If children are able to identify how they are feeling, they can then begin to understand and develop how to respond to situations in a socially acceptable way.
- ▶ We will be using this in class and explaining to children about the full range of emotions and how they can move through many of them on a daily basis.

			
<p><b>BLUE ZONE</b></p> <p>Sad Sick Tired Bored Moving Slowly</p>	<p><b>GREEN ZONE</b></p> <p>Happy Calm Feeling Okay Focused Ready to Learn</p>	<p><b>YELLOW ZONE</b></p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p>	<p><b>RED ZONE</b></p> <p>Mad/Angry Terrified Yelling/Hitting Elated Out of Control</p>



# Reading

- ▶ The more your child is read to and has the opportunity to read independently, the more it will help them in their whole educational journey. Additionally, it will help them with their Phonics Screening Test taken during June.
- ▶ Your child will practise all year round and won't be aware that they are doing the test as it will be part of their usual routine. A meeting later on in the year (beginning of the Spring Term) will follow to explain it fully.
- ▶ Reading Scheme books sent home will contain the same graphemes and phonemes (letters and sounds) that your child will be/have covered in school - this way your child is using their reading scheme book to practise their phonics.
- ▶ For now read, read, read and continue to do so all the way through primary school.

# Ways we read at school

- ▶ Children are practising their reading skills through EVERY curriculum area, not just the dedicated reading time. It would not be time effective to record in your child's journal every time they practise their reading skills.
- ▶ However, we do have set reading times where reading skills are practised using the following formats...
- ▶ **Shared Reading** - this is a whole class activity. The text is chosen to support the learning of all pupils for excitement, engagement and progress year on year. The teacher models how to read, taking into account punctuation, expression and fluency. They think aloud to model thought processes for the children to see and use. This reading material could be on the board, in books, display or placed under the visualiser when reading a story for **THE WHOLE CLASS TO SEE!**

- ▶ **Guided Reading** - (At the moment this strategy will not be used as it does not allow for social distancing) the teacher works with a small group of children, who share the same reading level and work on similar next steps. For example, sounding and blending, reading with expression etc. The text is discussed for understanding and any new vocabulary.
- ▶ **Reading for Pleasure** - enjoying a story, (not a class text or reading scheme books) for example, sharing a newspaper article, a poem, story or a prayer with the whole class!
- ▶ **Individual reading 1:1 with an adult.** This is when we will write a comment in your child's Home/School Journal - therefore please ensure your child's Journal and reading books are always in their bag.

# Writing

During the course of a week children will have opportunity to

- ▶ Practise handwriting formation - not joined up until the summer term when children are ready.
- ▶ Independent writing in a range of genre
- ▶ Use of
  - ▶ Phonics to support spelling
  - ▶ Early grammar
  - ▶ Speaking and listening /drama activities

How you can help at Home?

- ▶ Speak to your child often, encourage them to build on their vocabulary and explain their thoughts and ideas
- ▶ Read to your child - a great way to introduce new vocabulary, to discuss ideas, see how punctuation is applied and the spelling of words

# Mathematics

- ▶ We will focus on counting in 1s to 100 from any given number, forwards and backwards.
- ▶ As the year progresses we will move onto counting in 2s, 5s and 10s. This is skip counting - it is NOT multiplication tables. Please do not teach your child the multiplication tables or use the language incorrectly.

## How can you help?

- ▶ Help your child learn their number bonds to 10 ( $3+7 = 10$ ) ( $10-7=3$ ) and their number bonds to 20 ( $13+7 = 20$ ).
- ▶ Games such as dominoes or darts, cooking, etc. are excellent to support general number work.
- ▶ We will award certificates for children who can answer quick fire questions relating to their number bonds. They will be presented with a special certificate during class assembly.

# Y1 Homework

- ▶ This year homework will be on a **Week A / Week B** basis to offer the children variety.
- ▶ Each week homework will be given out on a Monday and returned the following Monday.

# Week A – What does this look like?

**Reading** each evening - 10 mins - children can read more if happy to do so.

**Spelling** - Each child will be given a list of 5 spelling words to learn. A sheet of spelling activity ideas will be sent home to help the children learn and practise these words (back of English homework book) but can also be located on the school website and School Communicator should you misplace it. You can record your practise at the back of your English Book or on paper for the week when the book is in school.

Spelling test is on Monday and new words are given out on Monday also.

**Maths** - 1 different activity per week - 10 mins. Children will be given a Maths homework book. We would like your child to pick an activity from the 'Maths Activity Ideas' sheet (located on the inside of the book and on the school website and School Communicator) to complete.

**English** - 1 different activity per week - 10 mins. Children will be given an English homework book. We would like your child to pick an activity from the 'English Activity Ideas' sheet (located on the inside of the book and on the school website and School Communicator) to complete.

# Week B - What does it look like?

**Reading** each evening - 10 mins - children can read more if happy to do so.

**Spelling** - Each child will be given a list of 5 spelling words to learn. A sheet of spelling activity ideas will be sent home to help the children learn and practise these words (back of English homework book) but can also be located on the school website and School Communicator should you misplace it. You can record your practise at the back of your English Book or on paper for the week when the book is in school.

Spelling test is on Monday and new words are given out on Monday also.

**Maths** - written - Each child will be told which page to complete in their CGP Maths book. 10-15mins. This work will always link to the learning completed in school the previous week so that children can apply their new skills.

**English** - written - Each child will be told which page to complete in their CGP English book. 10-15 mins. This will always link to the learning completed in school the previous week so that children can apply their new skills.



# HOMWORK: Reading

- ▶ Ensure your child reads every night. 10 minutes or more if your child is happy
- ▶ Each day reading is to be recorded and signed on the yellow pages in home/school journal.
- ▶ These must be signed and say book finished or books will not be changed . Books are given out every Tuesday and collected every Friday to enable time quarantine time. If your child forgets to return their books on a Friday they will not be given any new books until the following week - we must minimise risk and keep us all safe.
- ▶ 2 books will be sent home each Tuesday as this is due the number of reading scheme books that we have in stock. We would appreciate comments that give a clear picture of how the children have read e.g. use of expression; sounds or words they may have struggled with; definitions of difficult words etc; their enjoyment of the book.
- ▶ Staff will hear children read as often as possible but we need your support and input for this vital and necessary skill.

# Year 1 Spelling Activity Ideas sheet

used for homework – a fun way to support the learning of spellings

<p><b>Times Up</b> Set a timer for 3 minutes. See how many times you can write your words. Repeat 3 times.</p>	<p><b>Be the teacher</b> Give an adult a spelling test. Then you check their answers.</p>	<p><b>Connect the dots.</b> Write your spelling words in dots and then trace over them.</p>	<p><b>Handwriting Hero</b> Write each of your spelling words in your neatest handwriting.</p>
<p><b>Rainbow Words</b> Write each of your words in pencil. Then trace over your words with a different colour. If you trace carefully, you'll see a rainbow!</p>	<p><b>Bubble Words</b> Write each for your words in bubble letters. Eg. <i>they</i></p>	<p><b>Chao-Chao Words</b> Write each of your spelling words end to end as one long word. Use a different colour for each word. Eg. <i>onandgovent</i></p>	<p><b>Other Handed</b> If you're right handed, write your words with your left hand. If you're left handed, write your words with your right hand.</p>
<p><b>Something's Missing</b> Have an adult write your words with some of the letters missing. Can you fill in the missing letters?</p>	<p><b>Rhyme Time</b> Write each of your spelling words. Next to each word write a word that rhymes with it. Your rhyming word can be a nonsense word.</p>	<p><b>Buddy Words</b> Write 2 spelling words that share a letter and criss-cross them at that letter. A N D O</p>	<p><b>Sweet or Salty Words</b> Have an adult pour sugar or salt onto a plate. Trace your spelling words in the sugar or salt. Parent signature required.</p>
<p><b>Winter Scene</b> Draw a picture of a winter scene. Then go back and hide each of your words in the picture.</p>	<p><b>In the Air - 1</b> Write your spellings in the air. Have someone read your words as you write them. Parent signature required.</p>	<p><b>In the Air - 2</b> Have someone write your spelling words in the air. Can you read the word? Parent signature required.</p>	<p><b>Spring Scene</b> Draw a picture of a spring scene. Then go back and hide each of your words in the picture.</p>
<p><b>Across and Down</b> Write each of your spelling words across and then down. Eg. A N D N D</p>	<p><b>Least to Greatest</b> Write your words in starting with the word that has the fewest letters and ending with the word that has the most. If some of your words have the same number of letters write them down in ABC order.</p>	<p><b>Pyramid Words</b> Write each of your words in a pyramid shape. Start with the first letter. On the next line write the next two letters, and on the next line write the next three letters. Continue until you have written the entire word. <i>people</i></p>	<p><b>Fancy letters</b> Write each of your spelling words once normally then go back and write your words in fancy letters. Eg. <i>people</i></p>

<p><b>Magazine / News Paper</b> Use an old newspaper / magazine to find your spelling words. Cut them and glue them into your book. OR you can cut out letters that make up your spelling words and glue them in your book.</p>	<p><b>Friendly Letter</b> Write a letter to a friend, superhero or celebrity using your spelling words. You may write one letter using all your spelling words as long as your letter makes sense. OR you may write multiple letters using all your spelling words.</p>
<p><b>Create a Quiz</b> Create a quiz using your spelling words and include a question for each word. Your questions could be multiple choice, matching or true or false. For fun have someone at home take your quiz!</p>	<p><b>Silly sentence</b> Write each of your spelling words in a silly sentence that shows you understand its meaning. and - The fish <b>and</b> the cat went for an adventurous hike through the jungle.</p>

HFW Words

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

# PE

- ▶ This term Year 1 will have PE on a Wednesday and Thursday.
- ▶ The PE kit has caused huge debate and much deliberation!
- ▶ This slide overrides previous communication and is to support all families and conversations on the gate - thank you to those parents who shared their confusion.
- ▶ Children are to come to school wearing their PE kit with their trainers.
- ▶ They must have a spare pair of shoes in their bag if the weather is bad or the field is muddy.

# E-Safety, Social Networking – Acceptable Use & On-line Safety

- ▶ The school has an ‘Acceptable use policy’ for the Internet and Social Networking. The aim is to keep all members of the school community safe – including children, staff and parents.
- ▶ We urge you to take note of the terms of the policy and do your best to support us in it (the link is available on the website)
- ▶ Parents may take photographs or videos at most school events. However, you **must ensure** that if you include children other than your own, it is solely for your personal use and will not be published on the internet - including social networking sites.
- ▶ Please make sure any school class WhatsApp group is used appropriately – thank you.
- ▶ Please continue to monitor your child’s screen time and check they are not accessing materials that are inappropriate for their age. Too many children are accessing apps/games/social media and messaging services that are for age 12+
- ▶ Parents must parent their children’s after school use of devices. This is a safeguarding matter.

# Additional General Information

- ▶ Please provide your child with a labelled water bottle – school bottles available at office.
- ▶ Please label all items of uniform so items can be returned easily.
- ▶ Certificates are also awarded when your child learns to tie their tie independently and for Star of the Week.
- ▶ Communication – We are here to help – no question is too small. If you are worried about anything please let us know. The best time is after school as we usually settling the children in the morning. Please ring or email the school office to request a meeting or a telephone call.
- ▶ Y1 children come in through the front gate, as they did for Reception. Please say goodbye to your child at the gate – do not come in with them – well done to those parents who have already set this president – thank you.
- ▶ If you need to deliver a message in the morning and have not put it in the child's journal, or have forgotten, please telephone or email the office who will pass the message on to us.
- ▶ Key dates can be found on the website and on the School Communicator.
- ▶ If your child is being collected from school by someone else, inform the teacher or the school office.

*We look forward to  
getting to know you and  
your child better and  
working with you over  
the coming year.*

*Y1 Team*