



# **Buckingham Park**

Church of England Primary School

Excellence, through God who strengthens us

## **Welcome to Year 1**

**A handbook for parents**

## A Welcome from the Headteacher

Welcome to Buckingham Park Church of England Primary School.

This information is intended to help you and your child settle easily into the school. We aim to work closely with our families to enable each child to be the very best young person that they can be – developing intellectually, physically, emotionally, socially and spiritually. I hope you will find this booklet informative and we look forward to welcoming your child.

If you need any further information, please do not hesitate to contact me or another member of staff.

Best wishes,



Headteacher

## Our School Vision and Mission

'Excellence, through God who strengthens us'. We want to be a school that pursues excellence in everything that we do. We want to fix our minds and our energy on everything which is true, noble, right, admirable, excellent and praiseworthy. As a school based on Christian values, we trust that God will help and strengthen us as we strive to be outstanding and remain outstanding.

We aim to provide the highest quality all round education, for each and every child, in partnership with parents, and within the context of a Christian community.

## Our Values

We adopt the following Christian Values as guiding principles:

We are kind, helpful and polite  
We do our best  
We are honest

We share  
We are peacemakers  
We forgive others

We take care of everything,  
and everyone

Whilst these are Christian values, we recognize these as being universal human values that all our families, whether Christian, from another faith background, or from no faith background, will want to support us in growing in our school, in our staff, and in each of the young people we have the privilege to teach and care for.

## Our Aims

### **To be a learning community where:**

- Each child is significant; noticed, valued, respected and cherished.
- Children are safe, enthusiastic, happy, engaged, courteous, and interdependent.
- As a result of outstanding, motivating and inspirational staff and teaching, each child makes sustained progress .
- The teaching of reading, writing, communication and mathematics is exceptional and each child makes excellent progress.
- Teachers plan challenging and enjoyable tasks based on accurate assessment of pupils' prior skills, knowledge and understanding – supported by an outstanding, creative curriculum.
- Learning across the entire curriculum is highly valued and each subject and area of learning is treated as significant.

### **To be a Christian community where:**

- Christian values are at the heart of school life.
- There is a strong link with the local Church and the wider Christian community.
- Spiritual development, as well as cultural, moral and social development, are integral to the learning experience in the school.
- All children and families - those of the Christian faith, those from other faith backgrounds, and those with no faith background - may understand more about our Christian values and faith whilst being free to make their own choices.

### **To be a local community where:**

- The school is at the heart of the wider community, served by that community, and serving that community.
- The school is fully inclusive, welcoming all sections of the wider community, including those families who do not have a natural connection to the school, so that all will view the school as an active and open part of the wider community.
- Effective partnerships with other community organisations are formed and have a positive impact on the life of the school.
- Everyone is a learner – providing opportunities for life-long learning.

## Promoting Positive Behaviour

Right from the start the children, are encouraged to have a sense of belonging and respect for the school and community. Our behaviour code will help all those involved in school life to work together for the benefit of all.

We believe that it is important that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring community, built on Christian values, and these are reflected in the way that we promote good behaviour through the school. We want an environment where everyone feels happy, safe and secure.

The school expects every member of the school community to behave in a considerate way towards others.



This special behaviour code is displayed throughout the school and we spend time talking to the children about each aspect. They are also reflected on through our curriculum and through our acts of collective worship.

The school rewards good behaviour, because we believe that this will develop an ethos of kindness and co-operation. All our efforts are to promote good behaviour, rather than focus on poor behaviour.

We will not tolerate bullying of any kind and we have a separate Anti-Bullying Policy. Both policies can be found on the school web site.

## Important Adults in Year 1

Miss Gavin	Class teacher	Miss Belardo	Teaching Assistant
Mrs Davies-Muir	Class teacher	Miss Johnson	Teaching Assistant
Mrs Kennelly	Teaching Assistant	Miss Young	Key Stage 1 Phase Leader
Mrs Campbell	Deputy Headteacher	Mrs Forsdyke	Child and Family Support Worker

## Times

We register the children at 08.40am each morning. Any child arriving after this time will be marked late. Children can come into the playground, with his or her parent, from 08.30am, and into the class, with their teacher, shortly after. At the end of the school day, 3.15pm, children are brought onto the playground by their class teacher.

## School Meals, Milk and Fruit Snacks

Our school dinners, cooked by Chef Fraser at the Blueprint Hub Kitchen, are a delicious and healthy option for all children (and staff!)

We would encourage all our children to try our hot meals – why not try the meals for a month and enjoy the full range of the menu? All children in Year 1 are entitled to a free school meal.

At playtime, children are able to have a piece of fruit or vegetable which is provided by the school.

Your child should bring a clear water bottle, with a non-spill cap, which they can use throughout the day.

## Equipment

Each day your child will need to bring:

- A named water bottle (clear plastic with a non-spill lid)
- A book bag (we will provide your child with a reading book and reading diary)
- A PE Kit (see next page)

## Helping in class

We are always delighted to have an extra pair of hands! If you would like to help on a regular basis in class, please do speak to a member of staff.

## School Uniform

It is expected that all children will wear full school uniform.

- Traditional, grey school skirt, trousers or shorts
- Navy blue polo shirt with school logo
- Jade Green sweatshirt or cardigan with school logo
- Grey socks or tights
- Black school style shoes (strictly no trainers, boots or slip-ons)
- Baseball cap or sun hat (available with school logo)
- Navy Blue zipped reversible fleece coat with school logo\* or a dark coloured school coat
- In the summer term, girls may wear a one piece navy and white gingham dress

P.E. and Games:

- White T-shirt with school logo\*
- Navy blue shorts
- Traditional black plimsolls
- Navy blue track suit (optional, but recommended for winter PE lessons)
- Drawstring bag for PE kit (available with school logo)

Jewellery is unsuitable for school wear as it is easily lost or damaged and can cause injury to wearers and others. Earrings, of any kind, should not be worn. No exception will be made for recently pierced ears.

No make-up or nail varnish should be worn.

Long hair should always be tied back neatly with a simple bobble, scrunchy or alic band in school colours (jade green or navy blue). Hair should be worn in a style appropriate for the varied activities of the school day and coloured hair should be avoided.

A navy or dark blue, plain headscarf (hijab) in the short fitted children's style (with no pins) may be worn.

## Attendance

We expect every child to be punctual, and to attend school every day. If your child is unable to attend school, please telephone before 9.30 am on the day of the absence and send in written confirmation of the reason for the absence on your child's return. If you arrive late, please escort your child to the main entrance where he or she will be signed in.

The School does not support holiday and extended leave during term time as this disrupts children's education and has an adverse affect on their progress. Leave of absence will only be granted in exceptional circumstances.

All children are expected to maintain an attendance rate of at least 95% as this is the national average for children of primary school age. As a school we aim to be above average and, therefore, the vast majority of children will have an attendance between 96% and 100%.

Our full Attendance Policy is available to download from the school website.

## Communications

We like to keep you informed about what is happening in school and we hope that you will keep us informed of any circumstances that might assist us. For example: a change in family circumstance, illness or bereavement. Staff are always available at the end of the school day to discuss any concerns you may have – if they are busy with the class, you can pop into the office and make an appointment.

Parent-teacher interviews are held in the Autumn and Spring terms. A written report based upon observations of your child's progress is sent home at the end of the Summer term and a further parent-teacher interview is available if you wish.

In general, the school will keep you well informed through our newsletters, briefing papers, information sessions, and website. Please make sure you keep your information up to date in the office, remembering to tell us about any changes to your telephone numbers or email addresses.

## School Travel

Children's safety is our first priority. We would encourage all our pupils to find a safe walking, cycling or scootering route to school. This reduces congestion around the school and improves safety for all.

If you need to drive to school, please consider finding a safe place to park and then complete your journey to school on foot.

## Parent Teacher Association (PTA)

We have an association of parents, governors, staff and friends of the school which is a charity that exists to support the school's work. The Association, led by a committee, organises community events, raises additional funds for the school, and provides support in very practical ways.

## The Use of Photographs

We use photographs in school for a number of different purposes:

- To record and assess progress
- To celebrate achievement
- For publication in school documents and local press
- For publication on the school website (subject to compliance with the school's website policy)

As part of your Admission form, we asked that you give us your consent to photograph your child for these purposes. This saves us from asking you each time we want to publish a photograph in this way.

## Use of email and the Internet

We want to make good use of ICT in school across the full range of the curriculum. Increasingly we make use of the internet. We use an internet service provider which specializes in provision for schools and local authorities. This provides a very effective barrier from children accessing inappropriate materials, unregulated chat, un-educational games, email accounts etc.

We also have a code which governs the use of the internet in school which is introduced to the children in ways which are appropriate to their age and understanding.

As part of your Admission form, we asked that you give us your consent for your child to have access to the internet and, in time, be given his or her own email address.

Our full policy for Network and Internet Access which includes our website policy is available from the school's website.

## School visits and activities

We value the learning that can take place by children making visits out of school and by having special visitors in to school. Over the coming years, your child will have many opportunities to participate in these types of activities.

We will ask you for your general consent for these types of activities but we will also inform you before each event.

## What to do if things go wrong

We want do our very best to educate and care for your children properly, but part of our commitment is to work to improve our standards. If you think that we have not met our best standards, or if your child has a problem at school, we want you to tell us so that together we can put it right.

If you have a concern or complaint, please contact your child's own teacher in the first instance. It is usually better to see them at the end of the day than at the beginning.

If you wish to discuss the matter with the headteacher, then please contact the school office to make an appointment to see him. As long as the headteacher is in school, he tries to see people on the same day he is contacted.

We will agree with you a course of action and aim to solve your complaint to your complete satisfaction as quickly as possible.

If, after further discussion with the staff of the school, you still feel that your complaint has not been dealt with properly, you should contact the Chairman of Governors, whose name and address can be found in the school office.



# The Curriculum in Year 1

## Introduction

This guide is intended to help parents understand what will be taught during this school year. Obviously it would be impossible to set out in detail everything your child would learn, but by providing an outline of typical content and some background information about how the curriculum and assessment works, hopefully it will help you support your children in making the most of their education.

A new primary curriculum has begun in schools from September 2014. Much of the curriculum will remain the same, with similar content, but there are some exciting changes.

English, Maths and Science remain very important and are considered the core subjects in both primary and secondary education. The National Curriculum sets out in some detail what must be taught in each of these subjects, and they will take up a substantial part of your child's learning week. Alongside these are the familiar foundation subjects: Art, Computing, Design & Technology, Foreign Languages (Year 3 upwards), Geography, History, Music, and Physical Education. For these foundation subjects, the details in the curriculum are significantly briefer: we have much more flexibility regarding what we cover in these subjects.

Much of the publicity about the changes to the curriculum has focussed on 'higher expectations' in various subjects, and it is certainly the case that in some areas the content of the new primary curriculum is significantly more demanding than in the past. For example, in mathematics there is now much greater focus on the skills of arithmetic and also on working with fractions. In science, a new unit of work on evolution is introduced for Year 6; work which would have previously been studied in secondary school. In English lessons there will now be more attention paid to the study of grammar and spelling.

## Tests your child will take

We use tests and other assessments at all stages of our work. For the most part, these are part of our normal classroom routine, and support teachers' assessment. However, at certain stages of schooling there are also national tests which must be taken by all children in state schools. Often informally known as 'SATs', the National Curriculum Tests are compulsory for children at the end of Year 2 and Year 6. Children in these year groups will undertake tests in Reading, Mathematics, and Grammar, Punctuation & Spelling. The test results will be reported to schools and parents at the end of the year.

### High Achievers

If your child is achieving well, we'll look at the following year group's expectations but we'll also encourage more in-depth and investigative work to allow a greater mastery and understanding of concepts and ideas.

### Children needing additional support

If your child is struggling in any area, we will give the additional support needed to ensure he or she makes good progress. If you are concerned about your child's progress just get in touch with us.

# Mathematics in Year 1

## Number and Place Value

Place value is central to mathematics. Recognising that the digit '5' in the number 54 has a different value from the number 5 or the '5' in 504 is an important step in mathematical understanding.

- Count, both forwards and backwards, from any number, including past 100
- Read and write numbers up to 100 as digits
- Count in 2s, 5s and 10s
- Find 'one more' or 'one less' than a number
- Use mathematical language such as 'more', 'less', 'most', 'least' and 'equal'

## Fractions

- Understand  $\frac{1}{4}$  and  $\frac{1}{2}$  to explain parts of an object or number of objects

## Measurements

- Use practical apparatus to explore different lengths, weights and volumes
- Use language such as 'heavier', 'shorter' and 'empty' to compare things they have measured
- Recognise the different coins and notes of British currency
- Use language of time, such as 'yesterday', 'before', days of the week and months of the year
- Tell the time to the hour and half-hour, including drawing clock faces

## Calculations

- Use the +, -- and = symbols to write and understand simple number calculations
- Add and subtract one- and two-digit numbers, up to 20
- Solve missing number problems, such as  $10 - ? = 6$
- Begin to use simple multiplication by organising and counting objects

## Shape

- Recognise and name some common 2-d shapes, such as squares, rectangles and triangles
- Recognise and name some common 3-d shapes, such as cubes, cuboids and spheres
- Describe movements, including quarter turns

### Parent Tip

There are plenty of opportunities for maths practice at home, from counting objects to simple games, such as dominoes and Snakes & Ladders. You can also begin to explore using money and clocks both in play at home and when out and about.

## Science in Year 1

In the first years of schooling, much of the science curriculum is based around real-life experiences for children. This includes everyday plants and animals, as well as finding out about different materials and the four seasons. There are likely to be lots of opportunities for exploring scientific ideas both in the classroom and the local surroundings.

### Scientific Investigation

Children are encouraged to carry out their own observations and experiments to further their scientific understanding. In Year 1 this may include learning to:

- Ask scientific questions
- Carry out simple tests, and make observations
- Collect information to answer questions
- Group together objects according to their properties or behaviours

### Plants and Animals

- Name a selection of common plants, including deciduous and evergreen trees
- Name the main parts of plants and trees, such as roots, stems, trunks and leaves
- Name a variety of common animals, including mammals, fish, birds, reptiles and amphibians
- Name some common animals which are carnivores, herbivores and omnivores
- Name the main parts of the human body, including those related to the five senses
- Herbivores: animals which feed only on plants, e.g. rabbits
- Carnivores: animals which feed on other animals, e.g. eagles
- Omnivores: animals which eat both plants and animals, e.g. humans
- Deciduous trees are those which lose their leaves in autumn, whereas evergreen trees – as the name implies – are those which retain their green colour all year round.

### Everyday Materials

- Recognise that objects are made of materials
- Name some everyday materials such as wood, metal, glass and plastic
- Describe some of the properties of materials, e.g. that wood is hard
- Group together items based on the materials they're made from or their properties, for example by grouping heavy objects or shiny objects

### Seasonal Change

- Observe changes across the four seasons
- Observe and describe how the day and weather changes with the seasons

## Speaking and Listening

The Spoken Language objectives are set out for the whole of primary school, and teachers will cover many of them every year as children's spoken language skills develop. In Year 1, some focuses will include:

- Listen and respond to adults and other children
- Ask questions to extend their understanding
- Learn new vocabulary related to topics or daily life

## Phonics and Reading Skills

During the early years of compulsory schooling, much of the focus is to develop confident readers, mainly using the phonics approach. We follow a programme of phonics teaching, based on the Government's 'Letters and Sounds' scheme.

Phonics is the relationship between printed letters and the sounds they make. Children will first learn the most common letter sounds, and then look at more difficult patterns such as recognising that 'ow' sounds different in 'cow' than in 'low', or that both 'ai' and 'ay' make the same sound in different words.

- Learn the 40+ main speech sounds in English and the letters that represent them
- Blend sounds together to form words
- Read aloud when reading books that contain familiar letter sound patterns
- Listen to, and talk about a range of stories, poems and non-fiction texts
- Learn about popular fairy tales and folk stories, and retell the stories
- Join in with repeated phrases in familiar books
- Make predictions about what might happen next in a book
- Explain clearly what has happened in a book they've read or listened to

## Writing Skills

- Hold a pen or pencil in the correct and comfortable way
- Name the letters of the alphabet in order
- Write lower-case letters starting and ending in the right place
- Write capital letters, and the digits 0 to 9
- Spell simple words containing the main sounds they've learned in reading
- Spell the days of the week
- Learn to write words with common endings, such as -ed, -ing, -er and -est
- Plan out sentences aloud before writing them
- Write simple sentences, and those using joining words such as 'and'
- Begin to use full stops and capital letters for sentences
- Combine some sentences to make short descriptions or stories

## The Foundation Subjects in Year 1

At primary school, English, Maths and Science are the core subjects which make up the bulk of the timetable. That said, the other foundation subjects play a key part in providing a broad and balanced curriculum. All eight of these subjects are a compulsory part of the National Curriculum. In addition, we teach Religious Education based on a syllabus agreed locally.

Here is a very brief outline of what will be covered in the foundation subjects during primary school. A breakdown of the units of work is included later on in this booklet. Further detail about the content of each unit of work is available, on request, from school.

### Art

We have chosen an approach to Art which is based on exploring a range of techniques. In Year 1, children will study the following units of work: Drawing, Painting, Printing, Sculpture, Collage and Textiles, and Digital Media.

Children will explore a range of different techniques and will use a variety of materials, from pencil and paint to charcoal and clay, to create their own art pieces. In addition, children will study the works of some great artists, architects and designers from history. The full detail of skills progression can be viewed in our art policy.

### Computing

There are three main strands of the new Computing curriculum: information technology, digital literacy and computer science.

In Year 1 children will undertake the following units of work:

Unit Name	Brief Summary	Aspect of Computing Curriculum
We are treasure hunters	Using programmable toys	Programming
We are TV chefs	Filming the steps of a recipe	Computational thinking
We are painters	Illustrating an eBook	Creativity
We are collectors	Finding images using the web	Computer networks
We are storytellers	Producing a talking book	Communication/Collaboration
We are celebrating	Creating a card electronically	Productivity

Information technology is about the use of computers for functional purposes, such as collecting and presenting information, or using search technology. Digital literacy is about the safe and responsible use of technology, including recognising its advantages for collaboration or communication. Finally, computer science will introduce children of all ages to understanding how computers and networks work. It will also give all children the opportunity to learn basic computer programming, from simple floor robots in Years 1 and 2, right up to creating on-screen computer games and programmes by Year 6.

We include regular teaching of e-safety to ensure that children feel confident and safe when using computers and the Internet, and know what to do if they come across something either inappropriate or uncomfortable.

## Design and Technology

This subject includes cooking, including children finding out about a healthy diet and preparing simple meals. It also includes the more traditional design elements in which children will design, make and evaluate products while learning to use a range of tools and techniques for construction. There is also some cross-over with Science here as children incorporate levers, pulleys or electrical circuits into their designs for finished products.

Each term, the children follow a unit based on a specific DT aspect, with a design and make activity which is linked to their learning in class.

The year 1 units are:

Unit 1	Mechanisms (Sliders and levers)
Unit 2	Structures (Freestanding structures)
Unit 3	Food (Preparing fruit and vegetables) <i>(including cooking and nutrition requirements for KS1)</i>

## Geography and History

In Geography and history, children will follow these units of work:

History: Changes within living memory	Children will look at a specific aspect of change (toys) and examine how these have changed over time. This will give a 'window' into the social, cultural and technological changes over time.
Geography and History: Significant historical event/people/places in local area  (Guttman / Stoke Mandeville / Paralympic Movement)	Through studying the beginning of the Paralympic movement in Stoke Mandeville, Aylesbury, children will develop their understanding of significant historical events, people and places in their own locality.
Geography: Geography of the school site and local area	Pupils will develop their knowledge about the world, by starting with our immediate locality. They will develop an understanding of basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

## Music

Over the course of primary school, children will listen to and perform a range of music. In the first years of schooling this will often include singing songs and rhymes, and playing untuned instruments such as tambourines or rainmaker sticks.

In year 1, children follow the following units:

Autumn 1	<b>Hey You!</b>	Old School Hip Hop	Option to make up (compose) your own rap or words to the existing rap, that could link to any topic in school, graffiti art, literacy, breakdancing or 80s Hip Hop culture in general. Historical context of musical styles.
Autumn 2	<b>Christmas Performance</b>	General Christmas	Children will learn and practice the songs, actions and acting parts for a 30 minute Christmas performance.
Spring 1	<b>In the Groove</b>	Blues, Latin, Folk, Funk, Baroque, Bhangra	6 different styles of music used here - Blues, Latin, Folk, Funk, Baroque, Bhangra that link to countries and cultures. Historical and geographical context of musical styles.
Spring 2	<b>Rhythm in the Way we Walk and Banana rap</b>	Reggae, Hip Hop	Action songs that link to the foundations of music.
Summer 1	<b>Round and Round</b>	Latin Bossa Nova, Film music, Big Band Jazz, Mash-up, Latin fusion	Six styles of Latin American music - Countries from around the world.
Summer 2	<b>Reflect, Rewind and Replay</b>	Western Classical music and recap on previous units	Listening to some Western Classical music and place the music from the units we have worked through in their correct time and space. Consolidating the foundations of the language of music.

## Physical Education

Physical Education lessons include a range of individual disciplines such as dance, gymnastics and athletics, with team sports and games. Through these sports, children will learn the skills of both cooperation and competition.

Generally, children will have two PE lessons each week.

In Year 1, children undertake four gymnastics units, four games units, two dance units, and two athletics units. Detailed unit plans are available to parents on request.

## Religious Education

We follow the locally agreed syllabus for RE. Children in Years 1 and 2 learn about, and from, religions. We focus on Christianity and Judaism in these year groups.

In Year 1, we follow the following units of work:

Autumn 1	Is everybody special?	Belonging, All about me & Special People What makes your home special? What makes my family special? How is your family same or different from families around the world? What groups do I belong to and how does this make me feel?
Autumn 2	Should we celebrate Harvest or Christmas?	Special Occasions What special times do I celebrate with my family and friends and why? How do special times show what is important to me? How do we celebrate special times? What can we learn from some special occasions in the religions?
Spring 1	How should people care for the world?	Our World, All about me What can people do to help look after the world? What can we learn from religious stories that explain how the world came about? What can we learn from religious stories that can influence how we behave? How can our behaviour affect others?
Spring 2	Should everyone follow Jesus?	Special People, Special Stories, Special Occasions Who is special in the religions and what makes them special? How do special people influence the way we behave? How do we show that someone is special to us?
Summer 1	Are some stories more important than others?	Special Stories, All about me What can we learn from religious stories? Why are stories a good way of teaching us things? How can stories influence how we behave? What stories are special to you, your family and your friends? What makes them special?
Summer 2	Do we need shared special places?	Special Places, Special things What makes some places special to religious people? How do people show that their special places are important? How should we look after special places? How do we treat things that are special to us and to others? What things are special in your home, to you, your family and friends?

## Personal, Social, Health and Citizenship Education (PSHCE)

Our approach to PSHCE is that it is integrated into our everyday teaching. This will sometimes be a special lesson, or it could be a circle time, a discussion or a visit. We cover two broad areas in our PSHCE teaching: 'Personal Understanding and Health', and 'Mutual Understanding in Local and Wider Community'. We also cover Sex and Relationships Education through our PSHCE.

In Year 1, we follow the following units of work:

Personal Understanding and Health	Mutual Understanding in Local and Wider Community
Unit 1: There's No-one Quite Like Me Unit 2: Sometimes I Feel Unit 3: Taking Care of Me	Unit 4: Belonging and Co-operating Unit 5: Caring and Sharing Unit 6: You and Me Unit 7: Living Together



## The Foundation Subjects in Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Computing	E-Safety (Continuous Unit – See Separate Policy / Plan)					
	1.1 We are treasure hunters	1.2 We are TV chefs	1.3 We are painters	1.4 We are collectors	1.5 We are storytellers	1.6 We are celebrating
Geography & History	H: Changes within living memory		H/G: Significant historical event/people/places in local area (Guttmann / Stoke Mandeville / Paralympic Movement)		G: Geography of the school site and local area	
Physical Education	Gymnastics 1 Gymnastics 2 Games 1 Games 2		Gymnastics 3 Dance 1 Games 3 Athletic Activity 1		Gymnastics 4 Dance 2 Games 4 Athletic Activity 2	
Music	Hey You!	Christmas Performance	In the Groove	Rhythm in the way we walk and Banana rap	Round and Round	Reflect, Rewind and Replay
Art	Drawing	Painting	Printing	Sculpture	Collage and Textiles	Digital Media
Design Technology	Mechanisms (Sliders and levers)		Structures (Freestanding structures)		Food (Preparing fruit and vegetables) <i>(including cooking and nutrition requirements for KS1)</i>	
Religious Education	Is everybody special?	Should we celebrate Harvest or Christmas?	How should people care for the world?	Should everyone follow Jesus?	Are some stories more important than others?	Do we need shared special places?
PSHCE	Personal Understanding and Health Unit 1: There's No-one Quite Like Me Unit 2: Sometimes I Feel Unit 3: Taking Care of Me			Mutual Understanding in Local and Wider Community Unit 4: Belonging and Co-operating Unit 5: Caring and Sharing Unit 6: You and Me Unit 7: Living Together		
	Additional Units: Buckingham Park Basics ('Our School', behaviour policy, our links with St James and the community) E-Safety Sex and Relationships Education					

# Home Learning in Year 1

## Why set home learning?

We set home learning activities because these activities can:

- Support the ‘little and often’ approach that is so key in learning
- Provide opportunities for independent study that extends, enriches or consolidates the work done in the classroom.
- Link learning at school and in the home

We also recognise that children learn in so many other ways – by baking, by playing games, by using the computer, by attending dance, brownies, football or church, by visiting new places, libraries and museums. We want to encourage these types of home learning and we have, therefore, set a level of homework and a time schedule that allows space for these.

## Core home learning

At the heart of our home learning approach is the desire to ensure that each child attains the very best in the basic skills of English and mathematics. Home learning supports the learning in class. This is an extremely important part of home learning and some should be undertaken each night. Core activity includes:

Reading – either aloud with a partner or silently to oneself (both if possible)

Learning and practising multiplication tables and number bonds

Word level work – learning letter sounds in Reception through to learning the spelling of high frequency words in Key Stages 1 and 2.

## What about spelling?

We believe that spelling is best taught alongside reading and writing activities. When Reception children learn to blend their first few sounds, they are already learning spellings. From this point forward, we will continue to teach spelling alongside reading and writing activities in class.

We will ask parents to help us to support learning in class by sending home sets of high frequency words (those most often used). Once children have mastered these, they will move onto learning the spelling of words with a particular sound or spelling pattern.

## Keeping a record

Each child in the school will be given a reading record in which parents should record the daily reading that your child is undertaking. As children get older, they will take more responsibility for completing the record.

## **What to expect in Year 1**

Our key in Year 1 is to promote the enjoyment of reading and to improve and develop the skills in reading, writing, spelling and mathematics – continuing the good work from the Foundation Stage.

### **Reading**

Regular reading with an adult using:

- Books that can be shared and enjoyed together
- Texts that the child can read using his or her phonic knowledge
- High frequency words

### **Spelling**

Children will increasingly be learning to spell the words they can sound out. In order to support this learning, we will send out sets of high frequency words or words that follow a sound or spelling pattern to practise at home. The words will be sent home in lists which are also available on our website.

### **Mathematics**

Children will begin to learn some number facts (for example, the numbers that add together to make 10). In order to support this learning, we will send home Number Bond cards and we will reward children with stickers and certificates for learning the number bond 'stories' so that they can be recalled quickly and accurately.

### **Other**

In addition, from time to time, children may be asked to undertake an activity at home or 'gather' something for use in class. For example, when a class starts a topic on 'holidays', a class teacher may ask the children to bring in a photo or a postcard. This is not 'homework' as such, but does support the learning in school and in the home.

## The Year 1 Phonics Screening Check

The phonics screening check will be taken individually by all children in Year 1 in June. It is designed to give teachers and parents information on how your child is progressing in phonics. It will help to identify whether your child needs additional support at this stage so that they do not fall behind in this vital early reading skill.

The 40-word check will assess phonics skills and knowledge learned through Reception and Year 1. Your child will be asked to read one-on-one with a teacher will probably do the check in one sitting of about 5-10 minutes. There are 20 real words and 20 pseudo words (nonsense words) which will all follow phonics rules your child has been taught.

The 40 words are divided into two sections – one with simple word structures of three or four letters, and one with more complex word structures of five or six letters. The teacher administering the check will give your child a selection of practice words to read first so that they understand more about what they have to do.

### **What are Pseudo Words?**

Pseudo words are phonically decodable but are not actual words with an associated meaning e.g. brip, snorb. Pseudo words are included in the check specifically to assess whether your child can decode a word using phonics skills and not their memory.

The pseudo words will be shown to your child with a picture of an alien and they will be asked to tell their teacher what sort of alien it is by reading the word. This not only makes the check a bit more fun, but provides the children with a context for the nonsense word which is independent from any existing vocabulary they may have. Crucially, it does not provide any clues, so your child just has to be able to decode it. Children generally find nonsense amusing so they will probably enjoy reading these words.

### **When is the Phonics Check?**

The phonics screening check will take place in the week beginning Monday 12 June 2017. By the end of the summer term parents will receive information of their child's phonics score and whether or not they have met the standard.

### **How can I help my child?**

Phonics works best when children are given plenty of encouragement and learn to enjoy reading and books. Parents play a very important part in helping with this.

Some simple steps to help your child learn to read through phonics:

- Have a look at our school website. There you will find a page all about phonics and reading and you can learn about our approach to teaching phonics and there are also some ideas for things you can do at home.

- Regular reading, every day. There is no substitute for regular reading. Encourage your child to ‘sound out’ unfamiliar words and then blend the sounds together from left to right rather than looking at the pictures to guess. Once your child has read an unfamiliar word you can talk about what it means and help him or her to follow the story.
- Word games like ‘1-spy’ can also be an enjoyable way of teaching children about sounds and letters. You can also encourage your child to read words from your shopping list or road signs to practise phonics.
- The following websites can help your child practise their phonics:
  - [www.phonicsplay.co.uk](http://www.phonicsplay.co.uk)
  - [www.topmarks.co.uk/english-games/5-7-years](http://www.topmarks.co.uk/english-games/5-7-years)
  - [www.ictgames.com/literacy](http://www.ictgames.com/literacy)
  - [www.bbc.co.uk/bitesize/ks1/literacy/phonics](http://www.bbc.co.uk/bitesize/ks1/literacy/phonics)
- Use ‘phonic mats’ to help your child recognise phonemes and to help when writing words. For parents registered for emails, we will send these to you in one of our weekly emails. If you do not have access to email and would like a copy, please ask your child’s class teacher.

Here is an example of a 40 word check. For those parents registered to receive emails, we will email you check each week between now and June. This will show the words written in exactly the same way as the check will be presented to the children (with pictures of aliens for the pseudo words). The first emailed check will contain the following words.

#### Section 1

Pseudo (alien) words			Real words	
tob	sazz	scib	chat	step
zan	marp	freen	hush	sleet
zid	quing	soost	heel	joist
thet	ond	thelf	check	quilt

#### Section 2

Pseudo (alien) words		Real words		
feap	gleast	pawn	slink	lucky
shabe	shrint	mole	flaunt	ginger
trowd	splebe	swine	stray	intrude
thair	splubs	chair	straps	swimming

If you need any further information, please don’t hesitate to get in touch.