



# **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, or welcome back, to Buckingham Park Church of England Primary School.

This information is intended to help you and your child settle easily into their new school year. 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. Our vision, below, encapsulates this in the strapline with the word 'Excellence'. Excellence means being excellent academically, excellent in terms of sports, music, performance and simply, to become the most excellent version of ourselves that we can be. 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,



Daniel Fell  
Headteacher

## Our School Vision and Mission

Our school vision strapline is 'Excellence, through God who strengthens us', which indicates our desire to be a school that pursues excellence in everything that we do. We want to focus our minds and our energy on everything which is true, 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 become, and remain, outstanding.

Our full vision is '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

## 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.

Our Behaviour Code is at the heart of our expectations of behaviour and our strategies for promoting positive behaviour. They are not a set of 'rules' but a set of values based on Jesus' Sermon on the mount. Our behaviour policy and approaches to promoting positive behaviour are underpinned by the code.

## Times

Children can come into school from 8.30am until 8.50am. The entrance for Year 1 children is through the blue gates on Culpepper Close and then into the school building via the school garden gates and through the DT room. There is a member of staff stationed here to support the children coming in. Registration takes place at 9.00am each morning. Any child arriving after this time will be marked late.

At the end of the school day, 3.15pm, children are brought out through the DT room doors to the gates on the outside area by their class or PPA teacher.

Break time for Year 1 is 10.00am until 10.30am. This includes 10 minutes of active time where children take part in organized skipping, walking or running activities.

Lunch is 11.45 am until 12.45pm. The children go to the lunch hall to eat their lunch first and then go out on the playground for the remainder of their lunch break.

## School Meals, Milk and Fruit Snacks

We serve delicious and healthy hot meals cooked by the team at the AIP (Alliance in Partnership) and delivered to us fresh, hot and ready to serve. Meal times are an enjoyable part of the day with children having a choice of meal from our counter service. In a change from previous years, all parents, whether eligible for free school meals or paid meals, will need to book and reserve their children's meals each week. This must be complete each Wednesday by midnight for the following week.

Further information can be found on our social media posts or via the school office. The current menu for the children at school is available to all parents on Parent Pay. 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.

The Buckingham Park School Breakfast Club provides breakfast in a safe, secure and relaxed environment together with a range of activities for the children before school. The children are encouraged to be responsible and grow as individuals with guidance from qualified, experienced school staff. Breakfast Club is

not funded by the school. A small charge is made to parents are intended to cover the cost of staffing, food and resources. If you are interested in your child attending please contact the school office.

## Equipment

Each day your child will need to bring:

- A water bottle (**bottles should contain water only. Juice or flavoured water is not permitted. Drinking water is available in school should bottles need topping up**)
- A book bag or small rucksack
- A PE Kit (see below)
- Reading book and record (these are provided by the school and should be brought into school each day even if your child has not read)
- Reading books are changed on Mondays and Thursday

**All items should be clearly named**

## 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 (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 or trainers
- Navy blue track suit bottoms, joggers or leggings (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, scrunchie or Alice band in school colours (jade green or navy blue).

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 9.30am on the day of the absence. If you arrive late, your child should be brought to the main entrance where he or she will be signed in and taken to class.

The school does not support holiday and extended leave during term time as this disrupts children's education and has an adverse effect 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 posted on any information that might assist us to support your children. For example: a change in family circumstance, illness or bereavement. Staff are available to discuss any concerns you may have. In the morning, messages may be passed on to teachers via our communication point or by contacting the school office. If you would like to speak directly to your child's teacher please email the office to make an appointment for a meeting. If you need to speak to teachers urgently they are often available at the end of the school day.

Parent-teacher meetings 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 meeting is available if you wish.

In general, the school will keep you well informed through our newsletters, Weekend Words, 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 route to school whether that is by walking, cycling or using a scooter. This reduces congestion around the school and improves safety for all.

If you do need to drive to school, please ensure that you find a safe place to park and then complete your journey to school on foot. Parking is available in Jubilee Square. Please do not park in the school car park, Buckingham Lodge Care Home's car park or in Culpepper Close itself.

## Parent Teacher Association (PTA)

The PTA is an association of parents, governors, staff and friends of the school which exists to support the school's work. Our main role is to raise funds for the children of Buckingham Park. We work closely with the school to decide what the priorities are for fund-raising... and with a growing school there are many! We've helped to buy phonics reading books, an outdoor library, girls and boys football kits, music lessons, African

drumming lessons and Pantomime every Christmas. This summer the school play equipment is being replaced with a generous donation from the PTA.

The PTA committee and its volunteers have raised funds by organising School Discos, Film nights, Christmas and Summer Fayres, and not forgetting a very successful Colour Run.

We believe a vital role of a PTA is to help build a community within the school that's more than just dropping off and picking up your children each day; it's also about getting to know each other and enjoying events outside the school day.

If you wish to get involved, make new friends and help create some fun activities for all the children to enjoy please do get in contact with us [pta@buckinghampark.org](mailto:pta@buckinghampark.org)

## The Use of Photographs

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

- To record and assess progress
- To celebrate achievement in our newsletters
- For publication in school documents and local press
- For publication in 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

Increasingly we make use of the internet, using it across the full range of the curriculum and for programmes such as Emile and Times Tables Rock Stars. We use an internet service provider which specialises in provision for schools and local authorities. This provides a very effective barrier from children accessing inappropriate materials, unregulated chat, non-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. Some visits or events may require the payment of a voluntary contribution. If so, this will be clearly explained in a letter with details of how payment should be made.

## What to do if things go wrong

We want to 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. There may be times that an alternative meeting time will need to be arranged.

Each key stage has a Phase Leader who are also able to deal with any questions, queries or complaints.

If you wish to discuss the matter with the deputy headteacher or headteacher, then please contact the school office to make an appointment. Someone will get back to you as soon as possible.

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. A full copy of the arrangements for the consideration of complaints is available from the school website.

There is further guidance in the Parent and Carers Code of Conduct which can be found at the end of this document.

## The Curriculum in Year 1

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 will 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.

English, Maths and Science 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 and Design, Computing, Design & Technology, Geography, History, Music, and Physical Education. For these foundation subjects, we have much more flexibility regarding what we cover in these subjects and how we plan and teach them.

As a Church of England school we believe that Religious Education plays a central role in a broad and balanced curriculum that we offer enabling our pupils to participate fully in life in modern Britain and the wider world. Whilst a greater emphasis is placed upon the Christian faith in RE, we believe that it is important for young people to learn about a wide range of faiths as well. The Church of England Vision for Education (2016) points out that education should be 'hospitable to diversity, respects freedom of religion and belief, and encourages others to contribute from the depths of their own traditions and understandings.'

## High Achievers

If your child is achieving well, we 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.

## RE

At Buckingham Park we follow the Oxford Diocese Scheme of Work. Each unit has a "Big Question" which has been created to allow children to experience a range of theological, philosophical and social elements. The big questions address syllabus questions and topics.

YEAR 1	Key Questions	Faith(s) /Themes
<b>Unit 1</b> Autumn 1	<b>Is everybody special?</b>	<b>Christianity/God/Belonging</b>
<u>All About me, Belonging</u> What makes me, me? What do religions believe about what people are like? What do you think the perfect person would be like? What groups do I belong to and how do they make me feel? How do people show they belong to a religion? Does belonging to groups make a difference to who I am?		
<b>Unit 2</b> Autumn 2	<b>Should we celebrate Harvest or Christmas?</b>	<b>Christianity/Harvest/Christmas/Celebration</b>
<u>Special Occasions, Special stories</u> What special times do I celebrate with my family and friends or why? How do religious people celebrate their special times? What do these special occasions show about what is important to people? What stories are important to religious people and why?		
<b>Unit 3</b> Spring 1	<b>Does Creation help people understand God?</b>	<b>Christianity/Judaism/Creation</b>
<u>Our World</u> What do religious stories say about how the world began? How should we live together to look after each other and animals?		
<b>Unit 4</b> Spring 2	<b>Should everyone follow Jesus?</b>	<b>Christianity/Jesus/Leaders/Rabbi/Vicars</b>
<u>Important People, Special Stories</u> Who is important to me and why? Who is special for religious people and what makes them special? How do special people influence the way they behave? What stories are special to you, your family and friends? What stories are important to religious people and why?		
<b>Unit 5</b> Summer 1	<b>Are some stories more important than others?</b>	<b>Christianity/Judaism/Old Testament/Moral stories</b>
<u>Special Stories</u> What stories are special to you, your family and friends? What stories are important to religious people and why? Are all stories true in the same way?		
<b>Unit 6</b> Summer 2	<b>Do we need shared special places?</b>	<b>Judaism/Synagogue/Community/Symbols</b>

### Important Places, Special Things

What makes your home a special place for you? What makes some places important in religions? What can special places tell us about people?

What things are special in your home to you? What objects are sacred or important? What do special things show about what is important to people?

## English in Year 1

English consists of speaking and listening, reading and writing.

### 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

At Buckingham Park we use The Talk for Writing approach which enables children to read and write independently for a variety of audiences and purposes within different subjects. A key feature is that children internalise the language structures needed to write through 'talking the text', as well as close reading. The approach moves from dependence towards independence, with teachers using shared and guided teaching to develop the ability in children to write creatively and powerfully.

At Buckingham Park we underpin our English work by establishing a core reading spine of quality fiction, poetry and non-fiction that all children experience and draw upon. As children move through Key Stage 1, the curriculum intends that all children will secure the basic skills of decoding so that they can become fluent readers. As their reading confidence grows they can begin to write their own ideas down.

## Mathematics in Year 1

Buckingham Park Primary School teaches mathematics using a 'mastery' approach. At the heart of our teaching of mathematics is the belief that all children can achieve. We teach a structured, whole class interactive session using the Power Maths scheme that allows children to build a deep understanding of concepts and develop confidence in their mathematics ability. Each child has access to a range of rich and quality tasks, most of which are set in a real life context and provide a coherent structure through the curriculum to support children on their journey towards a deeper mathematical understanding. To further support a deep understanding of mathematical ideas and concepts, we have adopted the concrete, pictorial and abstract (CPA) approach to every mathematical concept taught. The CPA approach involves using real life objects to explore a mathematical concept before progressing onto using pictorial representations of the object and then abstract symbols. This approach helps children learn new ideas and build on existing knowledge by introducing abstract concepts in a familiar, more tangible way.

### 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

# 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 and Design

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.

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.

## Geography and History

Throughout the year, children will learn about a range of historical events as well as study different geographical locations, both local and world wide. Please see the Yearly Overview below for more information about the areas of learning we cover in Year 1.

## 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, playing untuned instruments such as tambourines or rainmaker sticks and then exploring how to play glockenspiels.

## 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.

Year 1 have one PE session a week. Full PE kit should be named and kept in school. We send these home at the end of each half term.

Please note that we will still be taking the children outside for PE in the colder months, the exception to this is when it is raining, please ensure your child has an appropriate outdoor PE kit for all seasons.

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

At Buckingham Park School we teach PSHE through a scheme called Jigsaw.

### What is Jigsaw?

Jigsaw brings together PSHE Education, compulsory Relationships and Health Education, emotional literacy, mindfulness, social skills and spiritual development. It is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time at their own level. There are six Puzzles (half-term units of work) and each year group is taught one lesson per week. All lessons are delivered in an age- and stage-appropriate way so that they meet children's needs.

### What will Jigsaw teach my child?

The overview below summarises the content in each of Jigsaw's units of work (Puzzles):

**Being Me In My World** covers a wide range of topics, including a sense of belonging, welcoming others and being part of a school community, a wider community, and a global community; it also looks at children's rights and responsibilities, working and socialising with others and pupil voice.

**Celebrating Difference** focuses on similarities and differences and teaches children about diversity, such as disability, racism, power, friendships, and conflict. Children learn to accept everyone's right to 'difference', and most year groups explore the concept of 'normality'. Anti-bullying, including cyber and homophobic bullying, is an important aspect of this Puzzle.

**Dreams and Goals** aims to help children think about their hopes and dreams, their goals for success, what their personal strengths are and how to overcome challenges using team-work skills and tasks. There is also a focus on enterprise and fundraising. Children learn about experiencing and managing feelings of pride, ambition, disappointment and success. They also have the opportunity to share their aspirations, dreams and goals for others in different cultures/countries and their dreams for their community and the world.

**Healthy Me** covers two main areas of health: emotional/mental health (relaxation, being safe, friendships, mental health skills, body image, relationships with food, managing stress) and physical health (eating a balanced diet, physical activity, rest and relaxation, keeping clean, drugs and alcohol, being safe, first aid). Most of the statutory content for Health Education (DfE) is contained within this Puzzle.

**Relationships** starts with building a respectful relationship with themselves and covers topics including families, friendships, pets and animals, and love and loss. A vital part of this Puzzle is about safeguarding and keeping children safe; this links to online safety and social networking. Children learn how to deal with conflict, build assertiveness skills, and identify their own strengths and strategies for building self-esteem and resilience. They explore roles and responsibilities in families and friendship groups, and consider stereotypes.

**Changing Me** deals with change of many types, from growing from young to old, becoming a teenager, assertiveness, puberty, self-respect and safeguarding. Each year group thinks about looking ahead, moving year groups or the transition to secondary school and how to cope positively with such changes. Life cycles and human reproduction are taught in accordance with our SRE policy. Please see the school website for more information.

## The Year 1 Curriculum Overview

Below is a yearly overview of what is taught each half term in Year 2 as well as the “knowledge organisers” we use termly in Humanities and Science. These are a brief, child-friendly overview of what the children will learn in each unit of work.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>Experiences</b>	<b>Bulb Planting at Waddesdon Manor</b>			<b>Visit the railway museum</b>		<b>Visit to the Eco Farm</b>
<b>Class Texts</b>	The Bog Baby  Simon The Friendly Shark	The Fish With Fingers	Owl Babies	How to look after a Baby Owl	The Owl Who Lost its Twoo	The Sunshine Starfish  Poetry
<b>Science</b>	<b><u>Spring – Plants (Biology)</u></b>  What is a plant?	<b><u>Autumn, Spring and Summer – Continuous Unit</u></b>  <b><u>Seasonal Changes (Physics)</u></b>  What makes the weather change?	<b><u>Autumn - Everyday Materials (Chemistry)</u></b>  What are things made of?	<b><u>Autumn, Spring and Summer – Continuous Unit</u></b>  <b><u>Seasonal Changes (Physics)</u></b>  What makes the weather change?	<b><u>Summer – Animals including Humans (Biology)</u></b>  Are all animals the same?	<b><u>Autumn, Spring and Summer – Continuous Unit</u></b>  <b><u>Seasonal Changes (Physics)</u></b>  What makes the weather change?
<b>History</b>			<b><u>History</u></b> Which transport has most changed the World?	<b><u>History</u></b> Which transport has most changed the World?	<b><u>History</u></b> What makes a person Inspiring?	<b><u>History</u></b> What makes a person Inspiring?

<b>Geography</b>	<b>Geography</b> How different are the countries of the United Kingdom from each other?	<b>Geography</b> How different are the countries of the United Kingdom from each other?				
<b>Art &amp; Design</b>	<b>Drawing (5 lessons)</b> Make Your Mark		<b>Painting and Mixed Media (5 lessons)</b> Colour Splash		<b>Sculpture and 3D (5 lessons)</b> Paper play	
<b>D.T</b>	<b>Mechanisms (4 lessons)</b> Making a moving story book	<b>Mechanisms (4 lessons)</b> Wheels and axles	<b>Structures (4 lessons)</b> Constructing a Windmill	<b>Textiles (4 lessons)</b> Puppets – story or Easter animal theme	<b>Food (4 lessons)</b> Fruit and vegetables (Smoothie and packaging)	
<b>Computing</b>	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
<b>P.E</b>	Gymnastics Unit 1 Send and Return Unit 1	Dance Unit 1 Attack Defend Shoot Unit 1	Run jump throw Unit 1 Attack Defend Shoot Unit 2	Gymnastics Unit 2 Hit Catch Run Unit 1	Dance Unit 2 Send and Return Unit 2	Run Jump Throw Unit 2 Hit Catch Run Unit 2
<b>Citizenship/PHSE</b>	Being Me in My World	Celebrating Difference (including anti-bullying)	Dreams and Goals	Healthy Me	Relationships	Changing Me (including SRE)
<b>R.E.</b>	Is everybody special?	Should we celebrate Harvest or Christmas?	Does creation help people understand God?	Should everyone follow Jesus?	Are some stories more important than others?	Do we need shared special places?
<b>Music</b>	How can we make friends when we sing together?	Christmas Play	How does music tell stories about the past?	How does music make the world a better place?	How does music help us to understand our neighbours?	What songs can we sing to help us through the day?
<b>French</b>	N/A	N/A	N/A	N/A	N/A	N/A

## 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 9th June 2020. 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 'I-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.

Buckingham Park Church of England Primary School is proud to be a caring school which aims to create a learning environment in which every individual is safe, happy and successful. 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. Partnership between parents and carers is crucial in this, in a supportive and appropriate manner. This document outlines the school's expectations of its Parents and Carers.

### 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 recognise 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 community. We expect all members of our school community to follow these and instil them in their children.

### Our Code of Conduct

We expect all parents, carers and visitors to our school to:

- Respect and demonstrate the caring ethos of the school and its values
- Understand that parents and teachers need to work together for the benefit of the children and set a good example of communication in their speech, conduct and behaviour.
- Respect the professional judgements of staff members
- Approach the correct school staff to help resolve issues of concern directly following the flow chart in this document.
- Not make contact with our staff, children or other members of the community on social media and respect their own private lives.
- Ensure that children have high levels of attendance and are on time for school each day
- Respect that we are a nut free school and ensure nut products are not sent into school with your children.

In order to promote a peaceful and safe school environment, we are unable to tolerate parents, carers or visitors who:

- Disturb school staff including trying to speak to them when they are supervising children
- Breaching school security – including entering the building without using the intercom when another parent/visitor is entering.
- Any behaviour which causes upset, distress or alarm to children, staff or other parents

- Shouting, loud or offensive language, swearing, cursing or displaying temper
- Threatening behaviour towards staff, governors, other parents or children
- Damaging or destroying school property
- Abusive, persistent or threatening e-mails or text/voicemail/phone messages or other written communication
- Defamatory, offensive or derogatory comments regarding the school or any of the pupil/parents/staff on the school site or on any form of social media. Any concerns you have about the school must be made through the appropriate channels by speaking to relevant staff and allowing this to be dealt with fairly, appropriately and effectively.
- The use of physical aggression towards another adult or child. This includes physically punishing your own child on school premises
- Approaching someone else's child in order to discuss or chastise them because of the actions of this child towards their own child. (Such an approach to a child may be seen to be an assault on that child and may have legal consequences).
- Smoking, or consuming alcohol or drugs on school property
- Bringing dogs on to school premises (except trained assistance dogs)

## Communication with school

We are extremely fortunate to have a supportive and friendly parent body who recognise that educating children effectively is a process that involves collaborative work between parents and carers. We value this strong relationship we have with our parents and this helps us to achieve the very best for the children. For these reasons we continually welcome and encourage parents or carers to participate fully in the life of our school.

Parents are expected to follow the below flowchart if there are any issues which need to be resolved.



## Breaches of the code of conduct

If the school suspects, or becomes aware, that a parent has breached the code of conduct, the school will gather information from those involved and speak to the parent about the incident.

Depending on the nature of the incident, the school may then:

- Send a warning letter to the parent
- Invite the parent in to school to meet with a senior member of staff or the headteacher
- Contact the appropriate authorities (in cases of criminal behaviour)
- Seek advice from the local authority's legal team regarding further action (in cases of conduct that may be libellous or slanderous)
- Ban the parent from the school site

The school will always respond to an incident in a proportional way. The final decision for how to respond to breaches of the code of conduct rests with the headteacher. The headteacher will consult the chair of governors before banning a parent from the school site

## Use of Social Media

Social media websites are being used increasingly to fuel campaigns and complaints against schools or to share inappropriate information, e.g. naming children involved in incidences, sharing confidential information regarding an aspect of school life, making allegations or accusations or sharing false news. Social media should not be used as a medium to air any concerns or grievances. Buckingham Park School considers the use of social media websites or Apps in this way as unacceptable and not in the best interests of the children or the whole school community. Any concerns you may have must be made through the appropriate channels by speaking to the Class Teacher, Phase Leader, Leadership Team or the Headteacher, so they can be dealt with fairly, appropriately and effectively for all concerned.

In the event that any pupil or parent/carer of a child/ren being educated at Buckingham Park School is found to be posting libellous or defamatory comments on Facebook or other social network sites or apps, they will be reported to the appropriate 'report abuse' section of the network site. All social network sites have clear rules about the content which can be posted on the site and they provide robust mechanisms to report content or activity which breaches this. The school will also expect that any parent/carer or pupil removes such comments immediately. In serious cases the school will also consider its legal options or assistance of the police to deal with any such misuse of social networking and other sites.