

Welcome Meeting 2020



Year 1



School Development Plan 2021-2022

1 Effectiveness of Leadership and Management

Develop middle leaders roles and responsibilities

Further develop SENCO role partnerships and training

Develop secure succession planning within the FGB

2 Quality of Teaching and Learning

Further develop progress and challenge in **Mathematical reasoning and skills** across KS1

Develop a strategy for **reading skills** from EYFS to KS1

Improve and develop phonics provision across EYFS and KS1

3 Personal Development, Behaviour and Welfare

Further develop the provision for supporting the **wellbeing and mental health** awareness for all pupils

Further develop our PSHE curriculum to include wider links

4 Outcomes for all pupils

- Maintain high outcomes for all pupils and catch up/intervention programmes for all children
- Increase the percentage of children achieving the higher standard / greater depth in Reading, Writing and Maths by the end of Y2

• 5 Effectiveness of EYFS Provision

- To develop the curriculum and assessment in line with the new EYFS framework
- Developing increased opportunities for oracy in the EYFS across all subject areas
- Developing closer links with parents to enhance provision and next steps
- To continue to develop our relationship with local Pre-school practitioners including a clear transition process starting from the beginning of the preschool school year.

6 Asset Management

- Develop the provision of WASPs and the growing need for wrap around care throughout the year.
- **Develop the PTA and funding avenues**



Curriculum Developments

- Our curriculum has been reviewed at the end of last year and new topics which run for a term on a two year rolling programme across KS1 has been introduced

| Term | Autumn | Spring | Summer |
|---------------|---------------------------|-------------------------|--|
| Topic Cycle A | Animal Magic Celebrations | We are Britain | If you go down to the woods today |
| Topic Cycle B | Enchanted | Inventors and Explorers | Wonders of the World; Space and Sea and The Olympics |



Our Curriculum

- We use learning vocabulary with our children and encourage them to 'Grow their brains!' and to be actively involved in their learning.
- We also encourage children to consider the wider world through charity days or supporting local events.
- We use experts and visitors to help us to bring learning alive.
- We love to get out and about in the local community and further afield by visiting museums, forestry areas and places of interest.

Topic Webs will be available on the school website



School Values

We have shared values that we harness in our school and this year we are exploring these ones in detail on a monthly basis:

Kindness **Teamwork** **Independence** **Responsibility** **Honesty**
Respect **Creativity** **Resilience** **Compassion** **Enjoyment** **Self-Belief**

Please remember to take a look at our **Values Tree** in the main entrance. The children learn about these values in their daily assemblies.

Our values for this term are: Responsibility, Co-operation, Empathy, respect for the World, Honesty, Independence and Determination

These are our core values that everything comes from:

LOVE **GROWTH** **CREATIVITY** **DISCOVERY** and **ADVENTURE**



Behaviour



Your child's teacher
will show you more in
their classrooms



Sports Premium Funding and Sport provision

We continue to receive funding this year from the Government to improve the quality of PE in our school.

We continue to work closely with Haddenham Junior School, St. Mary's School, Cuddington and Dinton School and Great Kimble School in the HASSP Partnership to enable our children to compete and perform against children in the local area.

Laurence Clark who is also connected with FitLife in Haddenham is working alongside our teachers to train them to teach high quality sports at HCIS. These sessions are on Tuesday mornings. He also runs a sports club here on Friday lunchtimes.

Haddenham Tennis Club still provide tennis coaching sessions on Wednesday lunchtimes as well as providing the children with opportunities through wellbeing sessions on Friday afternoons



Music

All year groups receive Music as part of their curriculum. They also have access to instruments within the classroom so that they can experiment and explore instruments and sounds on a daily basis.

In the spring term all children in Year 2 will be learning the recorder as part of their music lessons. Each child will need a recorder and a recorder book.



Communication and Parent Forum

Communication happens in many ways here at HCIS.

The newsletter is a source of information as well as the weekly updates and the school website.

Each class has a **whatsapp** group which is a very useful way to check what's going on and communicate amongst yourselves.

Each term we host an active **parent forum** which asks for feedback on many aspects of school life.

Questionnaires are sent periodically to collect views too.



School Website-
www.haddenhaminfant.bucks.sch.uk

In Year 1...

Behaviour: Rainbow Ladder

Uniform:

- School shoes.
- Coats in school every day
- PE days - Come in PE kit on Tuesday and Thursday (Trainers, No ear-rings, hair up please)
- Wellies in school
- Book bag - no rucksacks/large bags as we don't have room in the cloakroom
- All named please 😊
- Year 1- 8:45am
- Library Day- Not open for now but Haddenham Library is.
- Learning new vocabulary- word of the day

Class Teacher
Miss Lewis



Teaching Assistants
Mrs Timberlake
&
Mr Rowe



PE days in Year 1 are Tuesday and Thursday



PE kit: Can be black or navy shorts, joggers or leggings
(maybe both in winter!)

PE HCIS top, HCIS Jumper or cardigan and trainers. Please
do not wear earrings on PE days and all long hair to be tied
up.

Curriculum Coverage

Where we can the curriculum is linked through our main topic theme which both Year 1 and Year 2 follow.

- Literacy
 - Stories with familiar settings
 - Traditional stories
 - Information texts
 - Instructions
 - Non chronological reports
 - Extended stories
 - Stories by a significant author
 - Poems
- Maths ~ Applying, Problem Solving and Consolidation
 - Place Value
 - Calculation
 - Measures
 - Fractions
 - Shape
 - Data Handling

Curriculum Coverage

- Science ~ Animal including Humans, Seasonality, Plants, Animals/Habitats.
- Computing~ Games (testing and evaluating), Researching the Internet, Digital Photography, Coding. We follow Purple Mash curriculum and use it as a resource for learning in school and at home.
- R.E. ~Autumn 1: Christianity- Creation; Do we need to look after the world?
~Autumn 2 : Christianity- The Christmas story.
~ Spring 1: Christianity- Jesus as a friend
~Spring 2: Christianity- Easter and Palm Sunday
~ Summer 1: Judaism- Shabbat
~ Summer 2: Judaism- Rosh Hashanah and Yom Kipper
- Topic ~ Animal Magic & Celebrations, We are Britain, If you go down to the woods today
- P.E. ~ Athletes in Motion- Mr Clark additional sessions with Miss Lewis
- Music - cover a range of genres over the year
- Art ~ cover many skills across the year and learn about a range of artists.

Our day...roughly!

YEAR ONE TIMETABLE – TERM 1

| | | | | | | | | | | | | | |
|---|------|-------------------|-------------------|----------------------------------|------------|-----------------------|-----------------|------------------------------|-----------------------|---------------|--------------------------|--------------------------|-----------|
| + | Time | 8:50 - 9:00 | 9:00 - 9:15 | 9:15-9:35 | 9:35-10:30 | | 10:45- 11:45 | 11:45-12 | | 1:15- 1:40 | 1:40- 2:15 | 2:15-3:00 | 3:00-3:15 |
| | Mon | Register | Assembly | Phonics | Maths | B R E A K | Literacy | Spelling/ Handwriti ng | L U N C H | Daily Mile | Science | Structured choosing | Story |
| | TUE | | | PE 9:05-9:45 Break @ 10:15 | | | Maths | Spelling/ Handwriti ng | | | ICT Guided Reading | ICT Guided Reading | PHSE |
| | WED | | Assembly | Phonics | Maths | | Literacy | Spelling/ Handwriti ng | | | Art | Structured choosing | Story |
| | THU | | Assembly | Phonics | Maths | | Literacy | Spelling/ Handwriti ng | | | Topic | PE | Music |
| | FRI | | Assembly | Phonics | Maths | | Literacy | Spelling/ Handwriti ng | | | RE | Mindfulnes s @2 | Story |

Homework:

Reading:

- Reading 10 - 15 minutes daily
- Homework for Year 1 is to read at home to parents or family as frequently as possible. Reading every evening for roughly 10 minutes will greatly improve your child's progress, understanding and experience. It will consolidate the reading skills taught in school during one to one sessions and in Guided Reading lessons. It is hugely beneficial to hear your child read regularly and also to talk about the text that you have shared together.
- Reading books and reading records in school Mondays for changing. Aim to be returned by Wednesday. We will change books if written in the diary.
- The children choose their books. There is no harm reading a book more than once to build confidence and fluency. You could also read a book from home.



Homework:

Practical homework task:

- A practical homework task may be given in addition to reading. This will be fun and practical and linked to our class learning. For example; woodland walk to spot the changes of Autumn.

Spellings:

- no set weekly spelling test but at the end of every half term we will do a spelling challenge on the Year 1 common exception words. Please practice throughout the term.
- At times the children may have sounds, words or handwriting to practice. This will help to boost their confidence and development.

Pre-teaching Vocabulary: (slide to follow)

- The children may come home with some topic related words. These are new words to add to their vocabulary. It is helpful to discuss these at home before they come across them in lessons.

Topic Webs:

- At the beginning of each term we will share with you a topic web this will inform you of the learning that is taking place in class across the curriculum.
- If you would like to do extra activities with your child at home you could choose to practice some of the maths objectives we will be covering over the term.

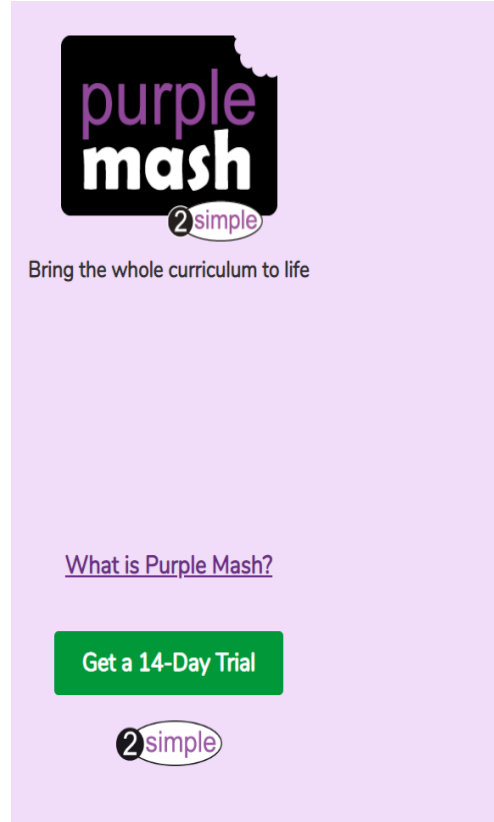
Purple Mash

- All children will be given a log in to a website called Purple Mash. There are any activities and skills they can practice on there. Specific activities may be set 'To do' section.





- -School log in
- -Childs log in



<https://www.purplemash.com/login/>

Email

.....

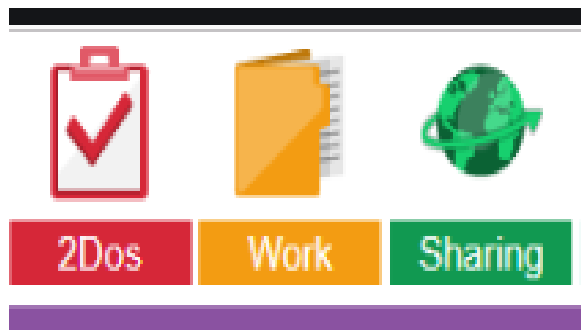
Log in

[Forgot password?](#) [Register parent](#)

OR

Find my school's login page

Integration partners



Pre-teaching vocabulary:

Vocabulary linked to the topic may be given. Please read through the words and help your child to understand what they mean. You could follow the questions below. This gives children a head start with their learning.

Step 1 How we learn new words



What is it?



What do we do with it?



Where do we find it?



What sort of thing is it?



Clap the beats in the word



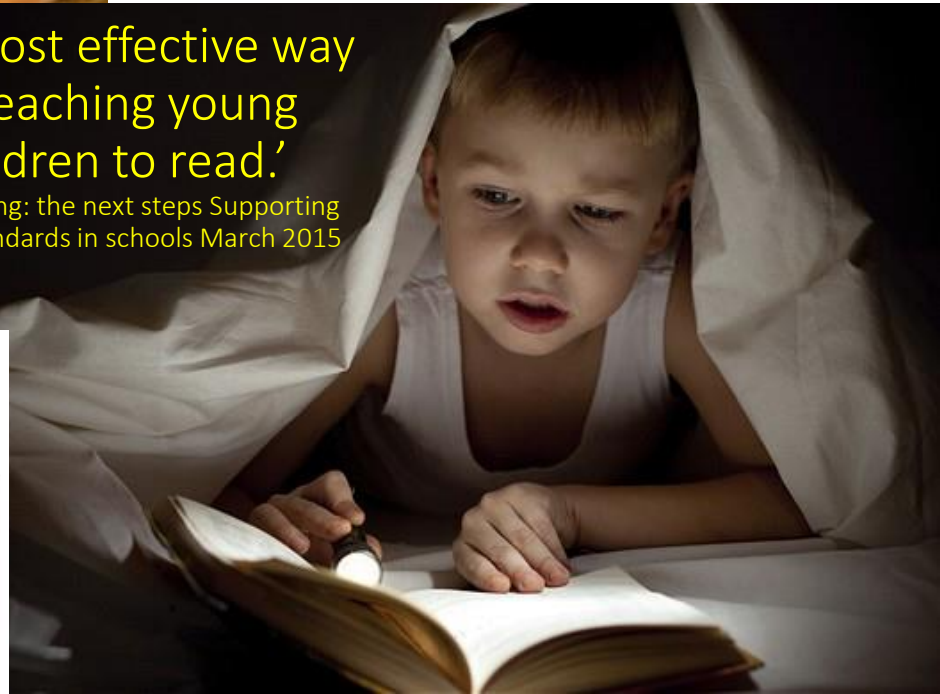
What sound does it begin with?



Phonics

'the most effective way
of teaching young
children to read.'

DFE Reading: the next steps Supporting
higher standards in schools March 2015



10
minutes
a day



Can make a huge difference!

Definitions

Letter(s) represent a sound (phoneme)

t ai igh

A **sound** can be represented by more than one letter and more than one spelling

s, se, c, sc and ce as in

sun, mouse, city, science

Digraph- 2 letters 1 sound

oa ai or

Trigraph- 3 letters 1 sound

air ure igh

Split digraph-

o_e a_e i_e

Sequence of teaching

Introduction: Learning objective and success criteria

Revisit and review

Teach

Practise

Apply
























Assess learning against criteria

We follow Letters and Sounds as an approach to phonics. Teaching of phonics progresses through 6 phases.


Phase 1- listening to sounds, rhyming,

Phase 2- initial sounds

Phase 2 Sounds

| | | | | | | | |
|---|---|---|--|---|--|--|--|
| s  | a  | t  | p  | i  | n  | m  | d  |
| g  | o  | c  | k  | ck  | e  | u  | r  |
| h  | b  | f  | ff  | l  | ll  | ss  | |

www.communicationforall.co.uk



Pronouncing the phonemes



<https://www.oxfordowl.co.uk/for-home/reading/phonics-made-easy/>

Long: f l m n r s sh v th z

Bouncy: c p t ch h b d g w qu y

My Phase 3 Sound Mat

| | | | | | | | |
|--|--|---|---|--|---|--|--|
| j  | v  | w  | x  | y  | z  | zz  | qu  |
| ch  | sh  | th  | ng  | ai  | ee  | igh  | oa  |
| oo  | oo  | ar  | or  | ur  | ow  | oi  | ear  |
| air  | ure  | er  | | | | | |

Phase 4

Sounds



https://www.youtube.com/watch?v=VR_Igflgz10



Tricky Words

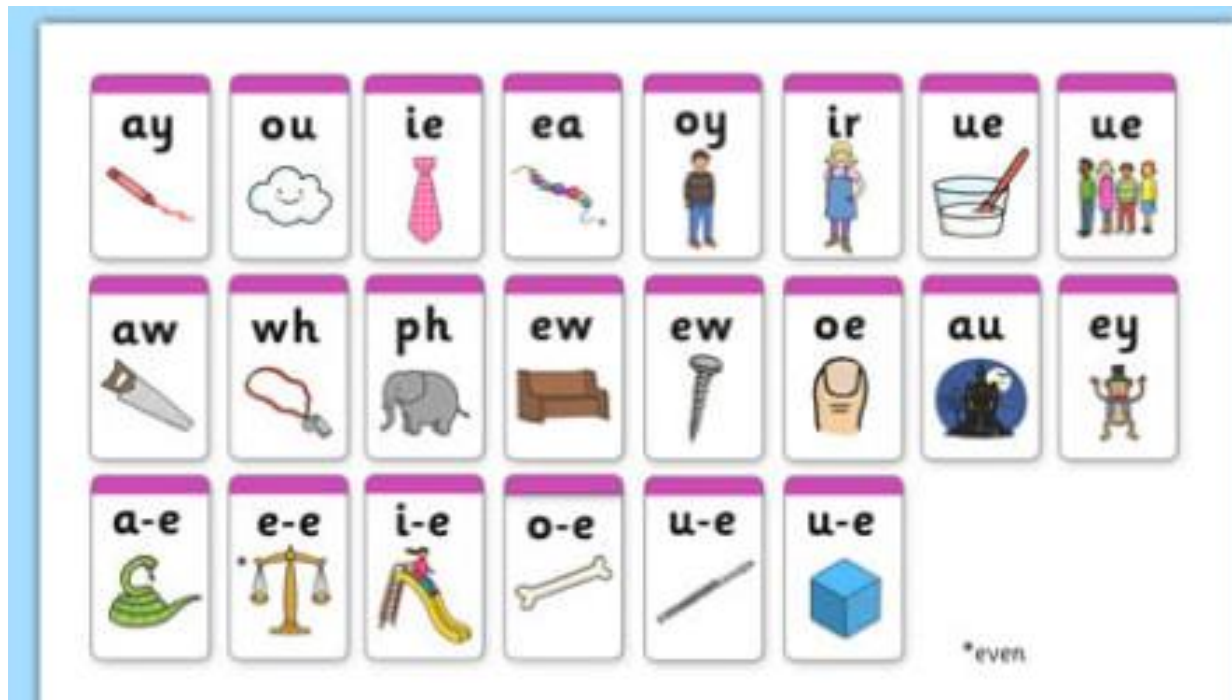
| | |
|-------|--------|
| said | have |
| like | so |
| do | some |
| come | little |
| one | were |
| there | what |
| when | out |

Phase 5

ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au

- Split digraphs.
- Alternative pronunciations of graphemes
- Alternative spelling of phonemes
- Reading and spelling new 'tricky' words

Phase 5



Phase 5 also looks at alternative spellings e.g.

| | | |
|--------------|--------------|-------------|
| ie = | chief | pie |
| c = | cat | race |
| ear = | hear | pear |
| ow= | owl | snow |

Phase 6: Looks at verb tenses, prefixes and suffixes
How the spelling of the root word might be changed.

happy = happiness

cry = cried

place = misplace

hop = hopping

tidy = untidy

Phonics Screening Check

Year 1 National Phonics Screening Check.

All children in year 1 will take the check. It usually takes place in June.

https://www.youtube.com/watch?v=IPJ_ZEBh1Bk

Resources:

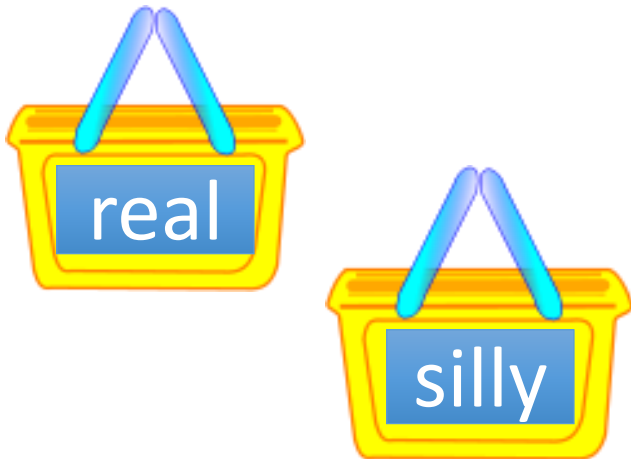


There are some free games you can select which phase your child is learning and then choose a game. You can choose a specific sound to practise if you wish.

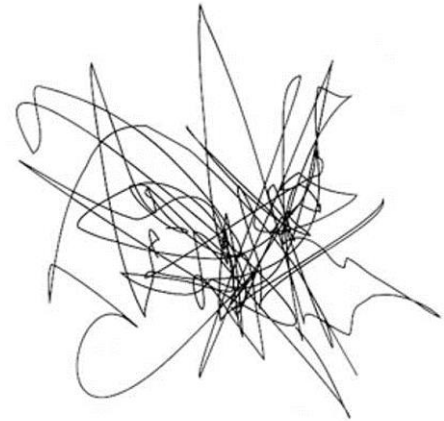
This could be a part of your reading a night. Or if there is a sound they have found tricky in their reading book you could go over this together on Phonicsplay.

Fun games we play in our phonics lessons-

- Real/ silly
(Bin and Treasure)



Stop and Scribble



- Yes or no questions

Can a dog bark?

Do you like to eat frogs?

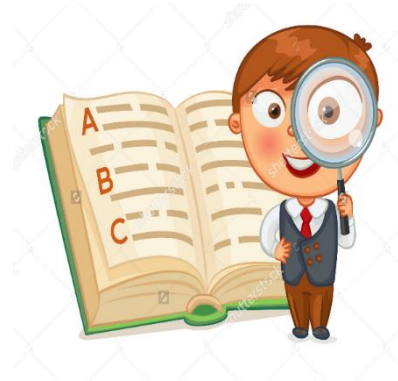
- Silly Sentences

| | | |
|---|--|---|
|  | The pretty princess fell down a hole. <i>Teach This...</i> |  |
|  | A cranky crocodile played leap frog. |  |

Running Dictation



Word investigation



Medical Information

- Medicines
 - Medical form to be completed
 - Children shouldn't administer medicine themselves
- Inhalers/Epipens
 - Children can't leave the school site if their inhaler/Epipen isn't in school
 - Medical labels on the box



Key Information

- Significant to year group;
 - Phonics Screening Check- At the end of Year 1, usually around June time.
 - Children use their phonic skills to sound out and blend both real and nonsense words.
- Intervention work / booster groups
 - Either with teacher or teaching assistant to support progress.
- Show and Tell
 - Topic based and relevant to learning. Choose to stay in school on display or take home.

The Year Ahead



We have already made a great start to the year and it will be a busy one, with lots of exciting topics and activities planned.

We'd like to thank you, the parents and guardians, for all your support at home; it really does make all the difference!