

# Welcome to Year One at Beaver Road

My School, Your School, Our School

# *Meet the teachers...*



***Mrs Shaughnessy***



***Ms Jackson***



***Mr Whitley***



***Miss Waterhouse***



***Mrs Hall***



***Mrs Summersgill***

# Meet the teaching assistants...



***Miss Zealey***



***Miss Panchal***



**Mrs Rajhi**

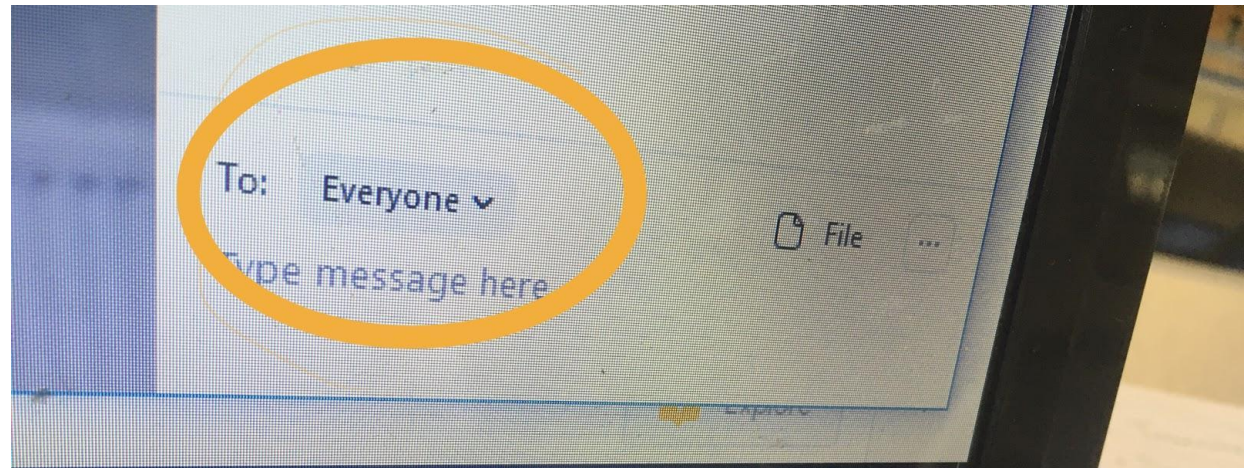
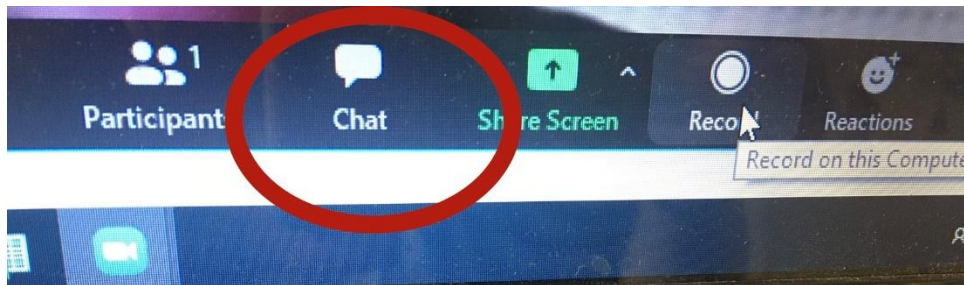


**Mrs Shafahi**



# Any questions???

If you have any questions along the way please put them into the Zoom chat directly to us.



In Year One the children begin Key Stage One. Many elements of the curriculum and provision will initially remain the same as the early years curriculum. Children will have time to play and follow their own learning interests as they become familiar with their new friends, teachers and classroom routines.

The planning in Key Stage One is cross curricular and whenever possible links are made between different subject areas. The children study a variety of themes throughout the year and objectives for each subject are taken from the National Curriculum. Details of themes will be sent home to enable parents to support their child's learning. The school website also provides links to support learning.



## **All individuals**

Each child enters Year 1 at a different stage; some are ready for the National Curriculum, whereas others will require a little support to achieve the Early Years Foundation Stage Profile objectives from Reception. To continue the learning journey, we take assessments made in Reception and identify the next steps for each child. We see every child as an individual, not just a year group. We understand that every child learns in a different way and has different interests and it is our aim to adapt our teaching to suit the children. We encourage their independence throughout the year, meaning we support them to become resilient pupils who thrive in the classroom and beyond.



# Home Learning in Year One



**BR** BRISTOL ROYAL  
This half term we will be exploring the Geography Topic: Where do and did the wheels go the bus go? This Learning at Home grid contains a range of exciting activities that your child can complete at home to complement our learning in school. You can upload your completed activities into Seesaw for us to see! We can't wait to see what you get up to!

**4** QUARTER 1 EDUCATION

**Reading and Phonics:** We change our reading books each week on a Thursday. Your child can take home 2 books on this day to read for the week. Your child's books will be photographed and posted onto Seesaw, where you can then record your child reading for their class teacher to see! Daily reading at home not only promotes a love of reading and is a chance for quality time together, but it has a hugely positive impact on your child's learning in all areas, so try and do to resolve each evening!

**Maths:** Each fortnight we will assign new activities on Measuring for you to complete. Your target will be sent home with your child.

**English**

Check your writing!

BC Capital Letters

Finger Spots

Full Shape

Write a sentence about your local area. What can you see outside your house? What shops do you have nearby?

Write your sentences using capital letters, finger spaces and full stops. Remember Capital's rule!



**Discovery | espresso**  
EDUCATION

**Pupil Home Access Login**

Go to our website: [www.discoveryeducation.co.uk](http://www.discoveryeducation.co.uk)

Click on "login" and select "Espresso"

Enter your username: student22154

Enter your password: beaver





# How is learning different in Year 1?

We learn independently in the continuous provision as well as whole class activities



We introduce maths to the children in a different format



We are active learners





# How is learning different in Year 1?

## Maths

We introduce maths to the children in a different format

Whole class teaching in a structured lesson

Explore

one problem for all children to explore with concrete materials

Master - teaching of the explore

Guided Practice

more examples of the concept being taught are explored by children after input and adult discussion.

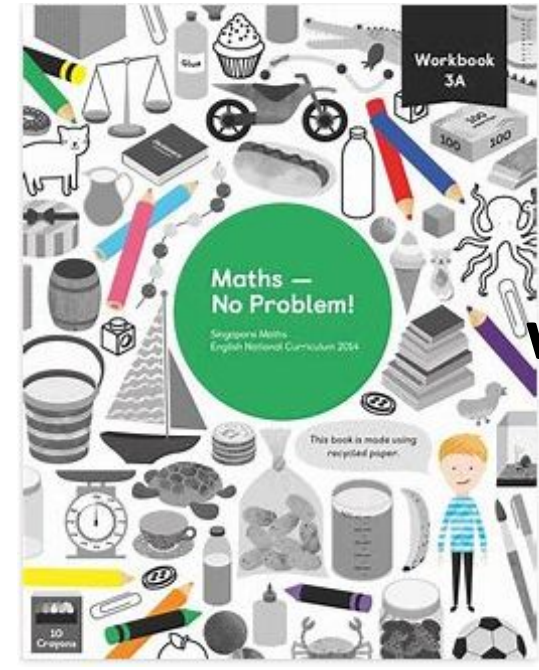
Independent Practice – children continue to solve similar problems independently in their Maths No Problem text books, or their journals.







# Maths Journals



Explore concepts and investigate ideas.



Practice the focus topic, with a variation of questions and problems.



Count the objects in each set and write the number.  
Circle the set with more objects.

(a)   

(b)   

## Explore



I think there are more  than .

Who is correct?



I think there are more  than .

## Mastery with Greater Depth

Alin says, 'If I start at 5 and count in fives I will say the number 100.'  
Is he correct?

Explain your reasoning.

Sita says, 'If I start at 17 and count in twos I will say the number 28.'  
Is she correct?

Explain your reasoning.

## Mastery Approach

**I know that..**

**I know how...**

**I know why ...**



# How is learning different in Year 1?

## We use Kagan structures in our classroom

<https://www.youtube.com/watch?v=D-yzgJtgVrg>

- Active engagement for all
- Social skills – communication
- Gaining confidence
- Team work - cooperation



## The Year 1 curriculum



### **Topics that we cover...**

**Aut 1** – What do I know about the UK and where I live in Didsbury?

**Aut 2** – How different was my grandparents' childhood to mine?

**Aut 3** – Why are humans not like tigers?

**Aut 4** – How can I make a fashionable logo about where I am from?

**Aut 5** – Why are some places in the world always hot and others are always cold?

**Aut 6** – Who were and are the famous Manchester people?

## Reading and phonics

Reading is a huge priority this year!

- Daily guided reading sessions
- Reading books changed as and when they have been read 3 times.
- 3 books - A decodable book, a levelled reading book and a reading for pleasure book.
- Baselining children for re-banding if required

### **Phonics:**

- ELS Essential letters and sounds
- We typically teach phases 4 – 5 in year 1

# What does a typical day in Year 1 look like?

We are committed to ensuring a smooth transition for all children from Reception to Year 1.

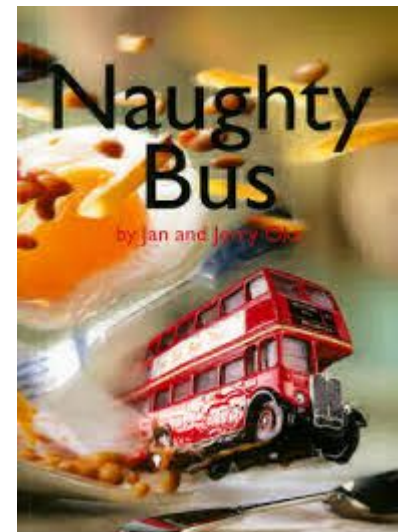
Your child's day will involve a combination of whole class teaching, teacher directed group activities alongside undirected continuous provision linked to our Year 1 curriculum.

The morning will consist of: a morning challenge, guided reading, writing and maths. In the afternoon we teach phonics daily with history, geography, science, D and T, computing, PE and across the week. We always like to end the day with a story before bringing the children out to meet you.

## Our topics:

We plan and deliver our topics with the children's interests at the forefront.

We link a story book to the topic where possible in order to engage the children, and we always start a half term with an interesting "hook" to excite and draw them in!

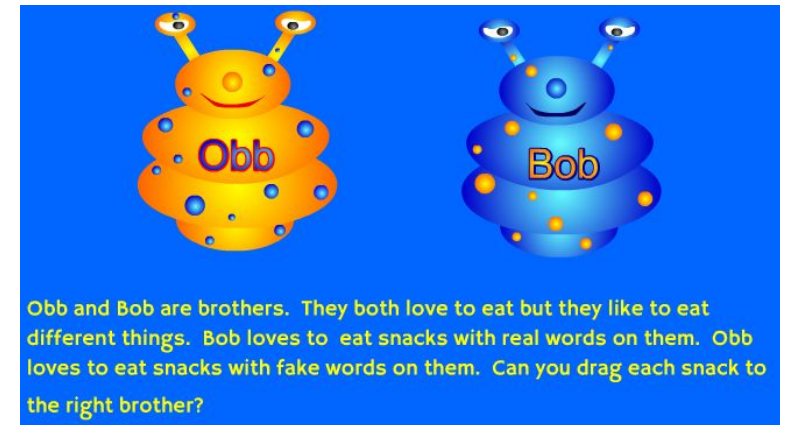




# Phonics Screening Check in June 2024

The Phonics Screening Check will take place in June 2024.

- One to one setting, usually with their class teacher
- Assesses the child's word reading – their ability to decode
- Children are asked to read 40 words made up of real and pseudo-words (alien words)
- No time limit, but usually takes less than 10 minutes
- Practise tests near the time
- Regular practise of distinguishing between, and reading real and alien words in our phonics sessions



## **Additional Information**

### **PE Kits**

PE kits need to be in school every day to ensure your child can participate fully in PE lessons. PE will take place every Tuesday and Wednesday. PE kits remain in school for the half term. All items need to be labelled clearly.

### **Snacks**

In Key Stage One, all children are provided with a free healthy fruit snack at break time. There is also an option for your child to have milk, however this is at an additional cost. If you wish for your child to be added to the milk list, please contact the school office.

### **Reading**

Reading books can be changed when your child has read each book 3 times, at least once a week. Children will record their reading books on Seesaw. All children must have reading books in on Friday. On this day all books will be changed and children will also take part in a book talk session.

### **Learning at home**

We encourage you to read at home with your child as often as possible, practise spelling the Year 1 common exception words that can be found on our Year 1 website page and practise letter and number formation. Every half term, a 'Learning At Home' grid will be posted on Seesaw. This will include activities to help consolidate their learning in the classroom.



## Reading at Home Cycle

Each time your child changes their reading book in school, they will upload a picture of the front covers onto Seesaw. This picture will be uploaded into the 'Reading at Home' Folder.

Parents and carers can comment on the picture of the books via your Seesaw log in. Comments can relate to children's enjoyment of the book and new vocabulary explored.

Children can then explore these new words in school and use them in their own writing to help build a rich and varied vocabulary.

It is recommended that you listen to your child read daily for at least 10 minutes. Re-reading each book on several occasions will support in developing reading fluency.

Parents and carers are encouraged to comment on Seesaw at least once a week.



# Book Talk

Explained  
for parents



## What is book talk?

The purpose of 'book talk' is to generate discussion around books that children are reading at home.

Book talk takes place once per week, every Friday.

Children are expected to talk to their peers about their current reading book.

# What do children 'talk' about?

Children may speak about;

- What has happened in the book so far
- What they have enjoyed about the book
- New / exciting vocabulary they have encountered
- If the book is similar to another they have read
- Why they would /wouldn't they recommend the book



## How can you support your child?

The best way to support your child is to ensure they are reading their colour banded books regularly.

You may also want to prompt them with questions similar to the ones above to encourage them and get them used to sharing their ideas with others.

# Coming soon!

Your children will have access to Reading Buddy, which is an online Reading tool with fun challenges and exciting books to explore!

You will receive your login details and more information in the next few weeks. Try to give your children time to explore Reading Buddy at home.



Please note: The system can be accessed on an iPad/ tablet directly through safari- there is no app available.





## **PENPALS For Handwriting: Information For Parents**

Pattern practice and 'play' writing are an important part of handwriting development. Your child will be practising letter formation in a number of exciting ways: in sand, using paint, in the air, on the interactive whiteboard and iPads, as well as on paper with a pencil!

### **When your child is ready for letter formation, ask these questions:**

Where does the letter start?

Does it have an ascender? (b, d, f, h, k, l, t)

Is it a short letter? (a, c, e, i, m, n, o, r, s, u, v, w, x, z)

Does it have a descender? (f, g, j, p, q, y)

### **The lower case letter is introduced in four family types:**

**The family of long ladder letters**

**l i t u j y**

l i t u j y

**The family of one-armed robot letters**

**r b n h m k p**

**The family of curly caterpillar letters**

**c a d o s g q e f**

c a d o s g q e f

**The family of zig-zag monster letters**

**z v w x**



- In Year 1 we use See-saw as a learning platform both in school and to support learning at home.
- You will soon start to see snippets of your child's time in the classroom on Seesaw.
- Seesaw is also where we are recording children's reading journey.
- This replaces Tapestry yet works the same way





# Why have we chosen to use Seesaw to record reading?



Using Seesaw will allow teachers to better monitor the book choices that a child is making, the frequency with which a child is reading at home and changing their books at school.

Our younger children can be more independent about changing and recording the books they have chosen. Teachers can monitor a child's independent reading by listening to the recordings children make of themselves reading.

Reading books can be closely monitored to ensure they are returned to school. Any lost books will be charged £5 through parent pay.

## Keeping in Touch

We use our website and a mobile app (School Spider) for all communications, this will include diary dates for upcoming events, weekly school newsletter, Parent's Evening Bookings and any other correspondence from school to home.

Contact via email -

[admin@brps.net](mailto:admin@brps.net)

Contact via staff on the door  
in the morning/after school.



## Other useful information for Year 1

- Please ensure your child is on time. Doors open at 8.50am and close at 9.00am
- Unless otherwise stated, please do not bring in any toys or sweets from home. We do not have time for show and tell and we do not want anything from home to get broken.
- Please label all items of clothing, including shoes, coats and PE kits. Remind children to keep these in their lockers.
- PE kits (trainers) need to be in school at all times and we will send these home regularly to be washed.
- Please can the children bring a coat in everyday, regardless of the weather.
- A named water bottle is required everyday.

It is important that we all work together, to ensure your child achieves the appropriate levels for their age and ability and has a positive and successful experience in Year One. If you have any queries or questions, the Year One team and I are here to support you so please don't hesitate to contact us.



Full menu Orders list Update allergens Show Fat

Next Week

Thursday, 21 Sep

Order placed

- ☐ S/S Fresh From The Deli Week 3 Thursday
- ☒ S/S Chef Specials Thursday (Week 3)
- ☐ Jacket potato with a choice of fillings

Friday, 22 Sep

No order

- ☐ S/S Fresh From The Deli Week 2 Tuesday
- ☐ Harvest Menu 23
- ☐ Jacket potato with a choice of fillings
- ☐ Harvest Allergen Specials

portions 4

-1 +1 +5 +10

Metric

Imperial

### Linked Recipes (fillings etc)

BR Beef Lasagne Verdi

View Recipe

Vegetable Lasagne Verdi

View Recipe

BR Gluten Free Beef Lasagne

View Recipe

BR Gluten Free Vegetable Lasagne

View Recipe

BR Dairy Free Beef Lasagne

View Recipe

BR Dairy Free Vegetable Lasagne

View Recipe

### Allergens

There are no allergens in ingredients for this recipe according to information provided by the suppliers.

This information was correct to the best of our knowledge at the time of publishing. It may be subject to change, and should only be used as a guide.

10 minutes a day =  
50 minutes a week =  
Over 3 hours a month of time  
not teaching!





## Top Bilingual Superpowers!



- Across the world, more children multilingual than not
- Stimulates brain development
- Cultivates creative and flexible minds
- Supports improved focus
- Supports understanding and empathy
- Supports a wide vocabulary and understanding of language

# Multilingualism is an Asset

English as an Additional Language