



# Meet the Teacher

Year 1

Miss Nadin  
*"neigh din"*





# Introductions

Welcome to Year 1!  
I'm Miss Nadin and I'll be your child's class teacher.

Mrs Robinson will teach the class every other Tuesday whilst I have my PPA (Planning, Preparation and Assessment) day out of the classroom.

Mrs Dowthwaite, Mrs White and Miss Gaunt will be the Year 1 Teaching Assistants (TAs) who will support the children at different times during the week.

Mrs Keenan (previously Miss Hardaker) is the teacher in the other Year 1 class. We work closely together with the other Year 1 class.





# Class Names

Next year, the classes will be named after gemstones. Our class will be...

Sunstone Class!

We said that sunstones bring joy and happiness!





# Year 1

The Year 1 day and curriculum will look very different to a normal Early Years school day.

It's a step up in expectations from Early Years and the day will feel a lot more structured for them.

The children will spend a large part of each lesson working at their table.

We support them throughout the whole transition period and within a week or two the children soon slip into this new routine. You will be amazed at how much they mature especially in the first few terms in Year 1.





# The School Day



## Morning

9:05 - 9:45 - Phonics

9:45 - 10:30 - Literacy

10:30 - 10:45 - Playtime - Children will receive their piece of fruit and milk from the Cool Milk Scheme (if this is something you would like).

10:45 - 11:45 - Maths

11:45 - 12.45 - Lunchtime

We start off Year 1 with a structured morning (even from the start) to get the children used to the new routine!



# The School Day

## Afternoon

At the start of Year 1, children will take part in continuous provision activities in the afternoon.

This is similar to free flow in EYFS. This eases the children into life in Year 1, it allows us to pull the children for our own assessments and to simply help us get to know the children.

We will then build up to 1 afternoon lesson and continuous provision.

By the Autumn half term holiday, the children will have 2 lessons in the afternoon and no continuous provision.

Afternoon lessons include: History or Geography (alternating each half term), Science, RE, PSCH, Art or DT (alternating each half term), Computing, Music and PE.





# Phonics

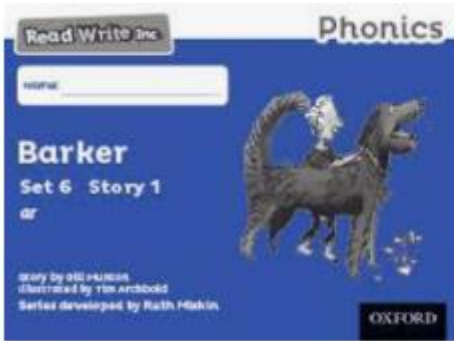
The children will continue with the same phonics program as they did in Early Years - Read Write Inc. Your child will be assessed before the summer holidays, so they are in the correct group in September. This means that they will continue their learning straight away at their level. Your child could be with any adult across EYFS - Year 2 for their phonics sessions. Obviously we support them in finding their group and help them to settle in.

In their phonics sessions, children will receive a 10 minute 'speed sound' session which involves learning a sound, reading words containing the sounds and applying it writing words. The children then learn to speed read words in a book before learning to read the book effortlessly. This allows them to focus on comprehension. They then take part in writing activities around the book where the children can apply their phonics knowledge. Please find more information about Phonics on our school website.

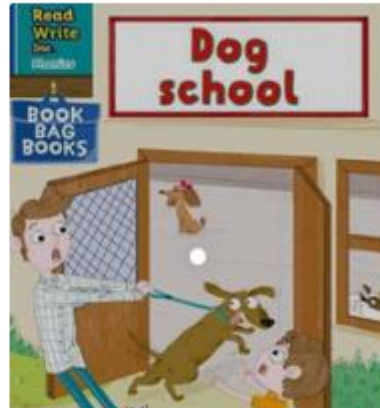




# Phonics Books



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The children will continue to bring home 2 books. These will be changed every 4 to 6 days depending on the phonics group they are in. The children progress from a 4 day book cycle to a 6 day book cycle as they progress through the phonics book bands..

A **black and white 'storybook'** – this will be a copy of the book your child has learned to read in their phonics group. They will know this book and should be able to read it fluently – this is their book where they can show off their great reading skills to you!

A **'Book Bag Book'** – this book will be matched to your child's phonics knowledge. Although they will not have read this book in school, they should be able to read it quite easily. This book enables your child to apply their phonic skills independently and for this reason, this is the book we encourage you to focus on at home.





# Phonics Screening Check

In the Summer term of Year 1 (June) all children in Year 1 across the country take part in an assessment called the Phonics Screening Check. This is to assess the children's progress in phonics and to help us identify if any children need more support.

Your child will sit with me for about 10 minutes and will simply read 40 words. It checks whether they can segment individual sounds and blend them together. It's nothing scary at all for the children and they barely know they're being tested.

The words are a mixture of real words and pseudo words or as they are known to the children as 'alien words'. Alien words are used to assess whether they can blend the sounds and haven't just learnt words by memory. There is an example on the next slide.

The pass mark is usually 32/40 however this can change year on year. You will find out how your child has scored. We do so much practise over the course of the year so children know exactly what to expect.





# Phonics Screening Check

Section 1

vuss



quop



zook



chack



Section 1

chop

sing

dart

shock



# Year 1 Maths Targets

Number and Place Value	Addition and Subtraction	Fractions	Multiplication and Division	Measurement	Geometry
<p>I can count to and across 100, forwards and backwards, beginning from any given number.</p> <p><i>I might even be able to count well beyond 100.</i></p>	<p>I can read, write and interpret mathematical statements with +, - and = signs.</p> <p><i>I might even know the &lt; and &gt; signs.</i></p>	<p>I can recognise, find and name half of a shape.</p>	<p>I can double single digit numbers.</p>	<p>I can measure and begin to record lengths and heights,</p>	<p>I can use mathematical vocabulary to describe position, direction and movement including; whole, half, quarter and three-quarter turns.</p>
<p>I can count in to 100 in multiples of 5.</p>	<p>I can add and subtract two, 1-digit numbers to 20, including zero.</p> <p><i>I might even be able to add and subtract 1-digit and 2-digit numbers to 50 including zero.</i></p>	<p>I can recognise, find and name half of an object.</p>	<p>I can complete simple number patterns.</p>	<p>I can measure and begin to record capacity and volume.</p>	<p>I can identify and describe the properties of 2D shapes,</p> <p><i>I might even be able to recognise different 2D and 3D shapes in the environment.</i></p>
<p>I can read and write numbers from 1 to 20 in digits and words.</p>	<p>I can solve one step problems that involve addition.</p>	<p>I can recognise, find and name a quarter of a shape.</p>	<p>I can count in 2s, 5s and 10s.</p>	<p>I can measure and begin to record mass and weight.</p>	<p>I can identify 2D shapes on the surface of 3D shapes.</p>
<p>I can count, read and write numbers to 100.</p>	<p>I can represent and use number bonds to 20.</p>	<p>I can recognise, find and name a quarter of an object.</p>	<p>I can solve one-step problems involving multiplication.</p>	<p>I can compare, describe and solve problems involving measures.</p>	<p>I can compare and sort common 2D and 3D shapes.</p>
<p>I can count to 100 in multiples of 2.</p> <p><i>I might even be able to count on and back in 3s from any given number to beyond 100,</i></p>	<p>I can show and use subtraction facts to 20.</p>	<p>I can recognise, find and name half of a quantity.</p>	<p>I can show multiplication using arrays.</p>	<p>I can measure and begin to record time (hours, minutes and seconds).</p> <p>I recognise and use language relating to date, including days of the week and months of the year.</p>	<p>I can identify lines of symmetry in 2D shapes.</p>
<p>I can identify one more and one less than a number to 100,</p> <p><i>I might even be able to say the number that is 10 more and 10 less than a number to 100,</i></p>	<p>I can solve one step problems involving subtraction.</p>	<p>I can recognise, find and name a quarter of a quantity.</p>	<p>I can solve one step problems involving division.</p>	<p>I can tell the time to the hour and half past the hour.</p>	<p>I can order and arrange combinations of objects in patterns.</p>
<p>I can count to 100 in multiples of 10.</p>	<p>I can solve one step missing number problems with addition and subtraction.</p>	<p>I can find, name and write fractions of a set of objects.</p>	<p><i>I might even be able to solve a one-step problem involving addition, subtraction and simple multiplication and division.</i></p>	<p>I can recognise and know the values of different denominations of coins and notes.</p> <p><i>I might even be able to use coins to pay for items up to £1.</i></p>	<p>I can identify and describe the properties of a 3D shape.</p>

# Year 1 English Targets

Composition		Vocabulary, Grammar and Punctuation			Spelling	Handwriting
Process	Organisation and Purpose	Language for effect	Punctuation	Sentence Construction	Spelling	Handwriting
PR1: Plan or say out loud before writing.	OP1: Sequence sentences to form short personal narratives e.g. stories or recounts	L1: Includes story language	P1: Use full stops and capital letters correctly most of the time.	SC1: Write simple sentences.	S1: Spell words containing each of the first 40 phonemes (Phase 3)	H1: Begin to form lower case letters in correct directions, starting and finishing in the correct place.
PR2: Re-read own writing for sense and tense.	OP2: Sequence sentences to form simple non-fiction texts.	L2: Chooses appropriate vocabulary.	P2: Use capital letters and question marks correctly some of the time.	SC2: Joins words and clauses using 'and'.	S2: Spell words with adjacent consonant digraphs eg: <u>bl</u> , <u>dr</u> , <u>sn</u> , <u>spr</u> (Phase 4).	H2: Form capital letters correctly.
PR3: Edit writing correcting punctuation.	OP3: Writes own version of familiar stories.		P3: Use capital letters for names.	SC3: Begins to compose longer sentences using 'because'	S3: Spell words using alternative graphemes (Phase 5).	H3: Leaves finger spaces between the words.
PR4: Edit writing correcting spelling.	OP4: Writes a narrative with beginning, middle and end.  OP5: Begins to use simple features of a text type.		P4: Use capital letters for the pronoun 'I'.	SC4: Uses time words to help sequence.	S4: Spell many Y1 common exception words.  S5: Spell compound words.  S6: Apply taught spelling skills in independent writing.	



# Drop off and Pick up



## Morning

Please drop your child off in the morning at the left side gate. As you walk into the main entrance, this is the gate to the left of the main school office entrance. This is different to where you dropped your child off in EYFS. The children will line up with their class before coming into school.

## After school

Please wait on the main playground in front of this Key Stage 1 block to collect your child. We will let the children out from our back door and walk the children around the side of the building. If you wait close to the gazebo, it will be easier to be seen at the end of the day. It will take me a few weeks to get to know faces so please just give me a wave when you see your child so I make sure they get to the right grown up!



# What to bring



In September, your child will need to bring:

- A 'book bag' sized bag that can be kept in their tray.
- Named water bottle.
- Packed lunch if needed.
- Children will be given a new reading diary and books which they will need to bring to school everyday in their book bag sized bag.

Please DO NOT send in huge rucksacks as they do not fit on pegs.

Make sure **ALL** of your child's school uniform and PE kit has their name in. Jumpers and cardigans are much easier to return if they are named!



# PE

We will confirm PE days closer to September.

Your child will continue to come to school dressed in their PE kit on PE days. Please ensure this is all named.

The PE kit should include:

A plain red t-shirt (with or without the school logo)

A plain black sports jacket/zip-up jacket

Plain black or navy joggers or shorts (weather dependent)

Sensible trainers or plimsoles.





# Homework

## Reading

Your child will receive a new reading diary and their 2 phonics books. Please read with your child regularly. This makes a huge impact on their reading and phonics development.

If your child reads 3 times a week at home (and has their reading diary signed each time) your child will get to write their name on a ticket to put in the reading raffle jar. At the end of each half term, we pull a name out of the jar. That child, along with the child who reads the most that half term, will receive a brand new book as a prize.





# Homework

## Spelling

Your child will bring home a spelling booklet each half term containing the spelling lists to learn each week. Spelling tests will take place every Friday.

Please practise these with your child ready for their weekly spelling test. There will be a list on our class page of the website containing fun ways to practise spellings at home.

Your child will also receive a log in for the spelling website/app Spelling Shed. Your child can log onto this and practise their spelling list in a 'fun' interactive way.

**Spelling Shed** 





# Trips

Towards the end of Year 1, we will go on our school trip. We haven't decided where yet but you will get plenty of information about it closer to the time.

We wanted to give you a heads up so you know there will be a cost. We are hoping to subsidise the cost for this with any money that we make from tickets from our KS1 performance.





# Forest School



Now that the children are in Year 1, they will take part in Forest School sessions.

Forest School is a weekly session that the children take part in with our Forest School lead (Miss Barrett) in our outdoor area.

Forest School is a child- initiated lesson where children can play, explore and discover and risk take in the outdoors. It develops confidence and self-esteem through hands-on experiences in a natural setting.

Our Forest School session is in the Summer 1 term. Between the Easter holidays and May half term (April - May).

The children will go out in whatever weather so for these sessions they will be asked to bring waterproof jackets, a change of clothes, wellies or walking boots so they can enjoy the sessions even in the pouring rain!



# Rewards



**Behaviour ladder** - Whenever your child is noticed for going above and beyond, being kind/polite/helpful, doing a great job with their work or for simply being great, a teacher or teaching assistant will ask them to move their name up the chart.

**House points** - every child is in a house team (Gold, Sapphire, Ruby or Emerald). When children are spotted around school for going the extra mile, they will receive house points. This could be for holding a door open for someone, helping someone in need or for simply being polite and following our school rules.

**REACH certificates** - Every Friday, I will choose someone who has impressed throughout the week for their behaviour or work. They will get a certificate in our REACH whole school Friday assembly.



Our Values

R E A C H





## Our Values

**R**espect  
**E**njoyment  
**A**chievement  
**C**hallenge  
**H**ealth





## Keep In Touch

We use Class Dojo as our main source of communication. Please check this regularly for updates and messages. If you need to get in contact, you can send me a message on there.

You could also send me an email on:  
**[znadin@dovedale.derbyshire.sch.uk](mailto:znadin@dovedale.derbyshire.sch.uk)**

Please look at our class page on the school website for key information.

