



Welcome to Class 1



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Overview

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- Classroom expectations & behaviour management
- A typical day in Class 1
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- Phonics
- English
- Maths
- Foundation Subjects
- Assessment
- Further information



Transition to KS1

Reception to Key Stage 1 is a big transition for children as they are now working on the National Curriculum.

Changes include:

- More work in exercise books at tables.
- Lessons are separated more into specific subjects (Geography, History, Science, Computing etc.).
- Different classroom layout and responsibilities (Helping Hands, more emphasis on self-organisation).
- More classroom transitions (morning to afternoon chairs)

This transition will happen over a few months and children are still being eased into the style of learning which takes place in Year 1.



Classroom Expectations & Behaviour Management

Our class charter, based on the UNICEF rights of the child, is used to help the children to understand how we need to behave in Class 1. Each child has their own apple on the apple tree on which they've written one of the ways we can ensure everyone has the right to learn, be heard, be safe and have a nice environment.

We use a traffic light system of behaviour management – everyone starts the day on the green traffic light. Behaviour that doesn't meet the expectations set out by the class charter will result in children being moved down to the yellow traffic light. If the poor behaviour continues, they'll be moved down to the red traffic light which may result in time out in another class or being spoken to by a member of SLT.

Good behaviour will result in being moved to the gold star. We also have table team points which get counted at the end everyday.



A Typical Day in Class 1

- 08:50** Morning Starter
- 09:00** Assembly
- 09:15** Phonics
- 09:30** English
- 10:15** Handwriting
- 10:30** Fruit & Milk
- 10:45** -Break-
- 11:00** Maths
- 12:00** -Lunch-
- 13:00** Independent Reading
- 13:20** Foundation Subject 1
- 14:10** Foundation Subject 2
- 15:00** Story
- 15:15** Home

This is with the exception of **Tuesdays** when the children spend the whole afternoon doing PE, and Fridays when we have Show and Tell followed by choosing.



Reading

- Children are read with weekly by either myself, Sue or Maggie.
- Each week children will have their books changed. Please read with your child preferably **daily**, but at least 3 times a week and write a short comment in their blue reading record so we can keep track of how they're doing.

Useful tips when reading with your child at home:

- Ask them questions as they read- predictions, who's their favourite/least favourite character? Why?
- Encourage them to expand their answers, why do they think that? What gives them a clue?
- Encourage children to use their phonics robot when sounding out their words as they read- they can do this aloud!
- Talk about the illustrations in the book, discuss what they like/dislike about them.



Phonics

Phonics is taught daily in Class 1 through interactive morning sessions. This half term we will recap on phase 3 digraphs and trigraphs which were covered in reception (such as sh, ch, igh) and introduce children to phase 4 consonant clusters such as st (b-e-s-t) and cr (c-r-a-b).

Children are encouraged to robot and segment their sounds (example sh-i-p). We then think about how we can use that word in a sentence and children talk to their partner/write it on their whiteboard. We also play a range of phonics games on the interactive whiteboard.

My Phase 4 Sound Mat

st starfish	nd hand	mp lamp	nt tent	nk ink	ft gift	sk tusk	lt belt
lp help	lf shelf	lk milk	pt script	xt text	tr tree	dr drawing	gr grandpa
cr crab	br brush	fr frog	bl blackberry	fl flag	gl glasses	pl plane	cl clown

twinkl visit [twinkl.com](https://www.twinkl.com)

Digraphs Sounds Mat

ay ay	ou ou	ie ie	ea ea	oy oy	ir ir	ue ue	ue ue
aw aw	wh wh	ph ph	ew ew	ew ew	oe oe	au au	ey ey
a-e a-e	e-e* e-e*	i-e i-e	o-e o-e	u-e u-e	u-e u-e		

twinkl www.twinkl.co.uk

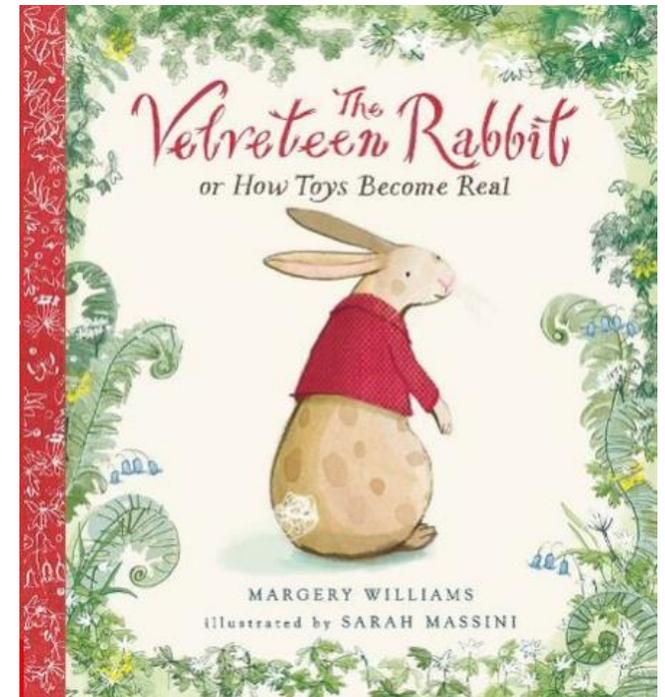
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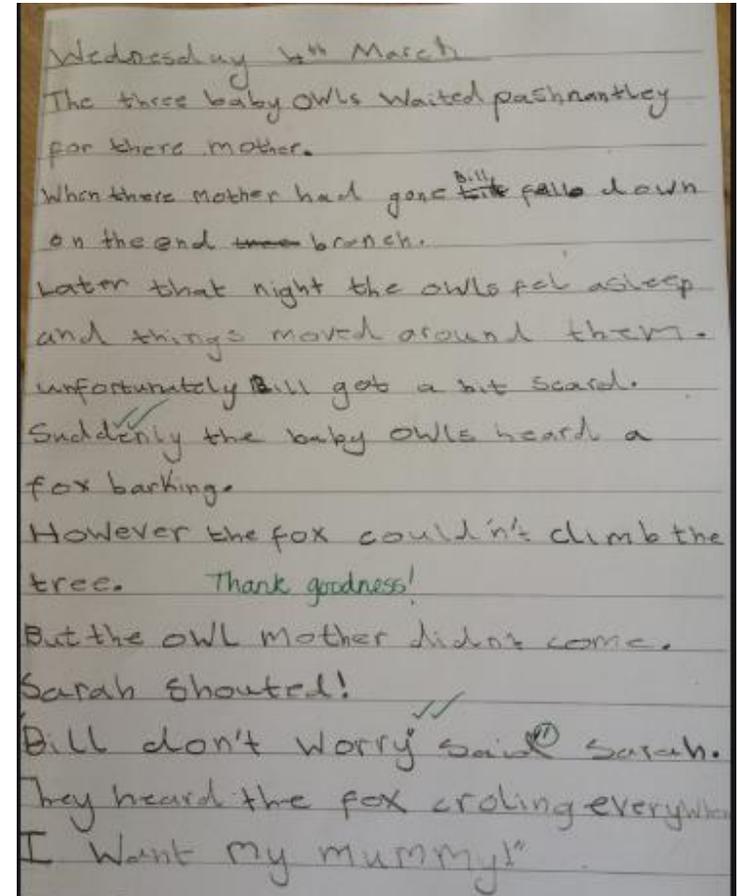
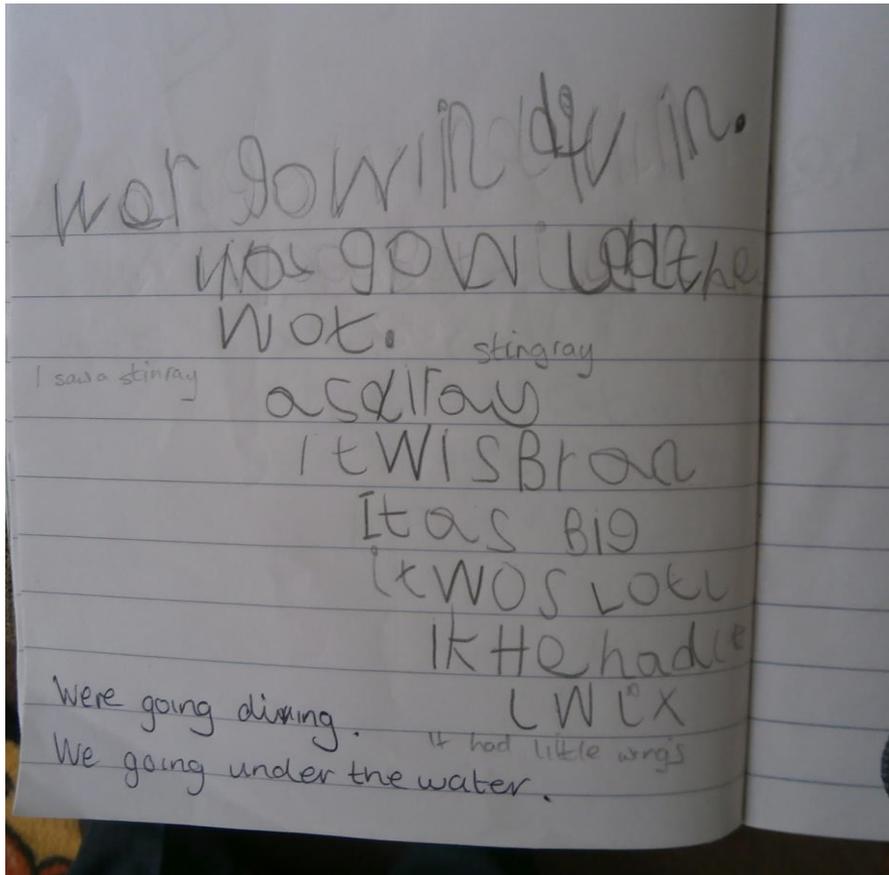
English

This half term we are looking at the text *The Velveteen Rabbit* by Margery Williams. During our English sessions we will be looking at:

- Using capital letters, full stops and finger spaces in our sentences.
- Using adjectives and connectives.
- Writing character and setting descriptions .
- Writing in first person e.g. diary entries as The Velveteen Rabbit.
- Part of our English sessions also include handwriting



English



Children now work in their English books everyday so we are emphasising the importance of neat presentation with sentences starting at the beginning of each line and sitting on the line.



Maths

This half term, children will become more familiar with using resources such as number lines, 100 squares and cubes during maths.

Some of the things we will be looking at in maths will include; writing addition and subtraction number sentences, 1 more and 1 less than a given number, number ordering and bonds to 10.

To support your child with maths at home you could:

- Involve your child in everyday maths problems: at the supermarket, when setting the table, when travelling around e.g. reading the numbers on a bus and finding one more or less, counting how many steps from school to the park.
- Discuss where you see numbers around the house/what do they mean? Use them to create maths problems.
- Count cooking ingredients or other household items, practise 1 more and 1 less
- Encourage your child to complete the Cathedral Maths Challenge (CMC)



Foundation Subjects

Afternoons are used for foundation subjects. These are:

- RE
- PE
- Science
- Humanities (3 half terms of Geography, 3 half terms of History)
- Music
- Computing
- Art & DT

More information on what we will be covering each half term is provided on the curriculum views on our class blog.



Assessment

- Children are formally assessed three times over the year, once every term.
- Formal assessment papers are sent away and marked then returned to school. Teachers use these assessments to find out where the gaps are in children's learning and to help with planning for the class.
- Teacher assessment is continuous throughout the year during marking, conversations with children and observations which take place daily.
- Children are sat in ability groups in the morning for English and Maths. This is to ensure all children are supported appropriately and are able to work at a pace suitable for them. These groups are not fixed and children may move tables throughout the year. Tables are named so that setting is subtle and children are as unaware of it as possible.
- Learning styles vary for English, Maths and foundation subjects. Children complete some independent, paired and grouped work, with teaching sessions usually taking place on the carpet first and then children moving to their tables.
- In June all children will sit the Phonics Screening Check- a short exemplification will be given out in the packs.



Further information about Class 1

- I will be on the playground at 8.40 every morning for any quick concerns or questions. Like in Reception, the bell will ring at 8:45 for us to walk into class and begin the day – please do try to wave your child off on the playground as it can become disruptive to children if they have to say goodbye at the classroom door.
- If you wish to discuss a matter in depth, please make an appointment with me via the office for before or after school.
- Guided reading will begin in January, this is where children explore a text in small groups with the class teacher and complete a reading activity.
- Children will start getting spellings in January and will have weekly spelling tests.
- PE is on Tuesdays this half term, please bring in PE kits on a Monday in case there are last minute timetable changes.
- Show and tell is every Friday, all children are welcome to bring in items for this (a book they've enjoyed, something they've made). Please avoid any toys being brought in, in case of loss, damage or toy envy!

-Please label all clothing items and water bottles!