



Welcome to Class 1





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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).

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 hand print on the 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 **Wednesdays** when the children spend the whole afternoon doing PE, and Fridays when we have Show and Tell followed by choosing.



Reading

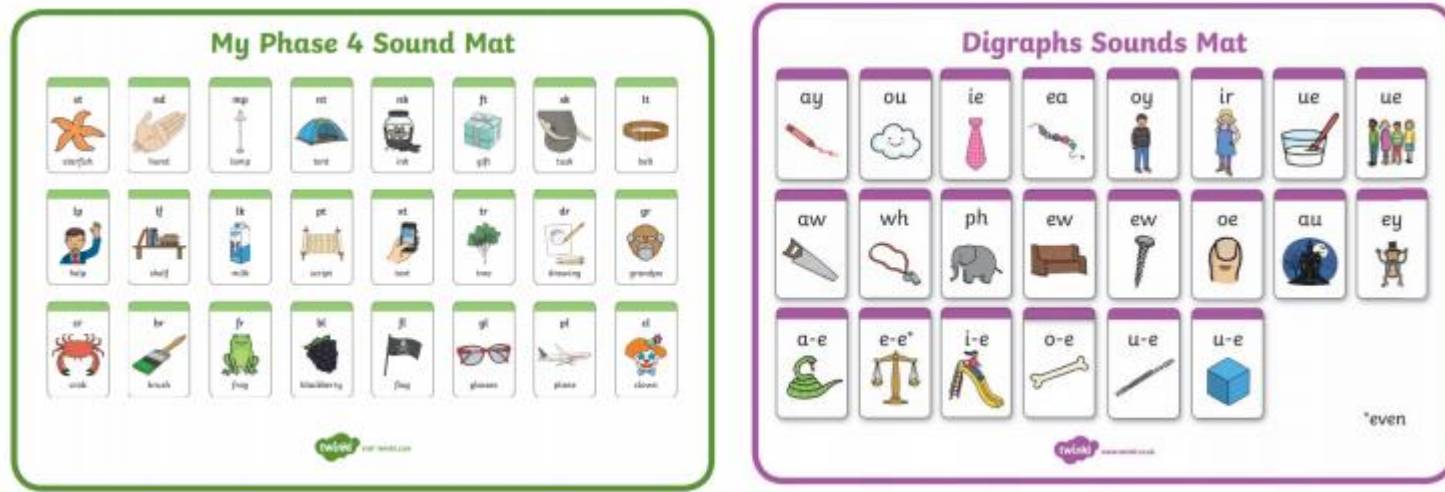
- Your child will be read with once a week.
- Each week children will have their books changed. Please read with your child preferably **daily**, but at least 3 times a week and write a short comment in their blue reading record so we can keep track of how they're doing.
- **Useful tips when reading 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. What do the pictures show us about certain characters?



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.

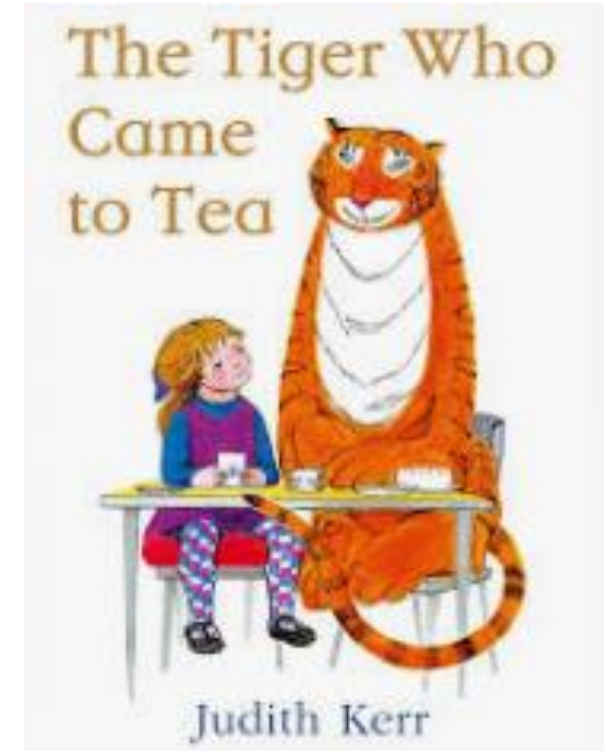




English

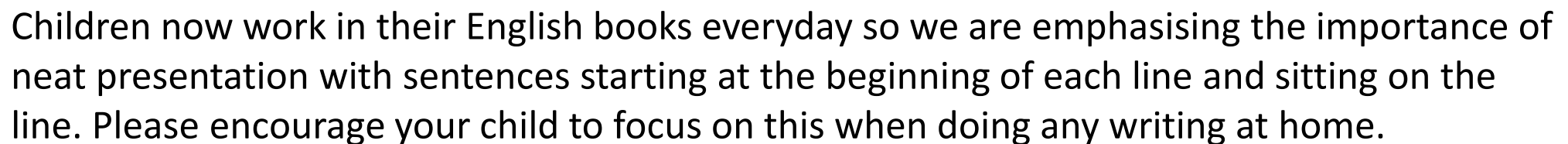
This half term our class text is *The Tiger Who Came to Tea* by Judith Kerr. During our English sessions we will be looking at:

- 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 Tiger.
- Part of our English sessions also include handwriting.





English





Maths

This half term, children will become more familiar with using resources such as number lines, 100 squares, ten frames 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, comparing numbers, 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.
- Have conversations about family member's birthdays. If they were this age last year, how old will they be next year?
- Count cooking ingredients or other household items. How many do you need? Notice the numbers on the cooking scales or measuring jug.
- Discuss the times things happen in your daily routine e.g. what time they get up, go to school or have dinner. Talk about how many minutes they spend doing certain activities.



Assessment

- Children are formally assessed three times over the year, once every term.
- 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 seated 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 nearer the time.



Further information

- I will be on the gate in the mornings for any quick concerns or questions. Please do try to wave your child off on the gate as it can become disruptive to children if they have to say goodbye at the classroom door (also due to social distancing requirements).
- If you wish to discuss a matter in depth, please make an appointment with me via the office for before or after school.
- Children will start getting spellings in January and will have weekly spelling tests.
- PE is on Wednesdays 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, for the time being we will focus on the **tell** part! (a book they've enjoyed, something they've made, a new skill they have been practising, a game they have played at home). Please avoid any toys being brought in.

Please clearly label all clothing items including PE kit and water bottles!