



**Welcome parents
and carers of Year 1!**

Hello!

**Mrs Tomkinson
Class 1T**



The iT Team

Mrs Tomkinson — Class Teacher

Mrs Beavington — Teaching Assistant

Mrs Griffin — Special Support Assistant

Mrs Holton — Lunchtime Supervisor

(Miss Townsend - cover HLTA)

iT team

Mrs Beavington



Mrs Griffin



Mrs Halton



Miss Townsend



1T - YEAR 1 - September (begin as CP)

	8.45 am	9.00am - 10.15am	10.15-10.30 am	10.30 - 12.00pm	12.00 - 1.00pm	1.00 - 2.00pm	2-3pm	2:50-3pm 3.05pm (HT)	
Mon	STARTER	9-9:30 Sounds Write	English - handwriting	BR EA AK Maths	Reading Time	L U N C H	ASSEMBLY	Science PSHE - Jigsaw	Storytime
Tues <small>YL Release - AT 3wk cy.</small>	STARTER	9-9:30 Sounds Write	English - spelling	BR EA AK Maths	11-12 Computing		Forest Rangers	Reading Time	Storytime
Wed	STARTER	9-9:30 Sounds Write	Maths	BR EA AK English - writing	Reading Time		PE New Hall	History / Geography	Storytime
Thur	STARTER	9-9:30 Sounds Write	Maths	BR EA AK English - writing	Reading Time		YEAR ONE PPA RE / Music / SALT Lessons 1B: Anne + (Adventure Zone 2.10- 2.25pm) Justine and Debbie to support across the three classes		Storytime
Fri	STARTER	9-9:30 Sounds Write	Maths	BR EA AK English - writing	Reading Time		Art	Assembly	Storytime

Our timetable

Our PE days and School PE / FR Uniform Expectations

Our class has PE on a Wednesday day and forest rangers on Tuesday. Children should come to school in their PE kit / outdoor kit on these days. No laces!



Indoor kit:	Outdoor kit:
<p>-Navy blue, plain shorts or navy blue cycling shorts (strictly no logos)</p>	<p>-Navy blue, plain jogging bottoms (no leggings). These must be made of sweatshirt material for warmth (strictly no logos) -Navy blue, plain shorts (strictly no logos) or navy blue cycling shorts can be worn outside in the summer.</p>
<p>-Navy blue, plain hoodie (sweatshirt material) or navy blue, plain zipper (sweatshirt material) – strictly no Logos. School jumpers with logos should not be worn for PE.</p>	
<p>-Plain, white, round neck t-shirt (strictly no logos)</p>	<p>-Plain, white, round neck t-shirt (strictly no logos)</p>
<p>-Black or white sports trainers (discrete logos and discrete additional colours will be allowed).</p>	
<p>-Plain white or black socks (strictly no logos)</p>	



The Coppice PE kit

Uniform Expectations

Reception and Key Stage 1 (Yr 1 & Yr2) School Uniform List (September 2021 onwards):

Standard Uniform Reception & KS1:	Optional Summer term and Autumn first half-term:
-Dark grey tailored trousers – no leggings	-Dark grey, tailored shorts
-Dark grey skirt or pinafore	-Blue and white summer gingham dress
-White polo shirt with or without school logo	
-Navy blue round-neck or v-neck sweatshirt with Coppice logo or navy blue cardigan with Coppice logo.	
-Black or dark grey socks or tights	-White socks may be worn with a summer dress only
-Plain black polishable (including patent) footwear <i>*see pictures below for appropriate styles</i>	

Uniform Expectations

standard
uniform



summer
uniform



Required Equipment

Bag / water bottle (named)
Wellies
Spare socks
Waterproofs
Coats

A healthy snack if they would like to / school fruit is provided.

Milk - need to order via Cool Milk

Behaviour – How to Behave 'The Coppice Way'



Ready



Responsible



Respectful

To start this academic year, all classes in school have spent lots of time talking about 'The Coppice Way': a collection of behaviours that help make our school a great place to be for everyone.

We want to make it easy for the children to behave and hard not to.

We also believe that excellent behaviour needs to be taught and rehearsed, hence the emphasis on behaviour at the start of the year.

You can help by asking your child what they've been learning about in school.

Behaviour – How to Behave 'The Coppice Way'

- ◆ How to meet and greet
- ◆ How to be polite
- ◆ How to be charming
- ◆ How to work with a talk partner (listening behaviours)

Behaviour – How to Behave 'The Coppice Way'

- ★ Be ready, responsible and respectful
- ★ Be kind to yourself and others
- ★ Always try your best
- ★ Move calmly and quietly around school
- ★ Dress to impress
- ★ Take care of one another and our things
- ★ Let everyone learn

Rewards

- Recognition board
- Team points (individual and as a team).
- Star of the week. Benefits - front of the line, special jobs, hot chocolate, George the monkey going home!
- Certificates in celebration assembly.
- Consequences - Amber / red

Information About the Year 1 Curriculum - Science / Geography / History

Year 1					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Identify and name everyday materials / Distinguish between objects and their materials	Physical properties / compare and group materials	Basic parts of the human body and senses Describe and compare the structure of animals	Identify common animals, carnivores and herbivores	Seasons <small>- some recording of data/photography etc. will need to be done throughout the first two terms</small>	Identify types of plants and trees, structure of plants
	Why do we commemorate events in history? (Gunpowder Plot/Great Fire of London)		Why do we commemorate special people from history? (Florence Nightingale/Mary Seacole)		Explorers Christopher Columbus, Francis Drake, Captain Cook
Where in the world are we? (school grounds, knowledge of the UK		How does the weather in the UK change throughout the year?		How is Australia different to the UK?	

Intended Off-Site Visits and Special Events

Class assembly 25th March

1 'big' educational visit per year

Homework Expectations



Our homework expectations have been designed to be manageable and motivating for children. Each week your child will bring home a decodable reading book inside their reading wallet. These need to be returned to school every Monday. Please ensure a comment has been written in the child's reading diary.

We use online homework platforms for children to practise and reinforce their learning in maths and spellings.

You will also be given a purple mash login, this is optional learning at home.

We will give these out over the next few weeks. Please keep login details safe.

Knowledge organisers

We send home (and put online) the knowledge organiser that support the knowledge and vocabulary we are teaching that half term in Science, Geography and History



Knowledge Organiser – Everyday Materials

How can I identify and sort different materials? Can I describe a material? What material is best to use (compare)?

Materials are used to make the objects around us.

Everyday materials



Glass



Wood



Metal



Rock



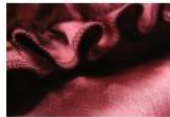
Plastic



Water



Rubber



Fabric



Paper

Everyday materials you need to know	<ul style="list-style-type: none"> • Wood • Plastic • Glass • Metal • Water • Rock
Names of some common properties of materials	
Hard	Not easily broken
Soft	Easy to cut, fold or change shape
Stretchy	Can be made longer or wider without breaking
Stiff	Doesn't change shape easily
Shiny	Reflects light easily
Dull	Not very bright or shiny
Rough	Has an uneven surface
Smooth	An even surface with no lumps or bumps
Bendy	Can be bent easily
Waterproof	Keeps out water
Absorbent	Soaks up liquid easily
Transparent	Easy to see through
Opaque	Not able to see through

Some common materials and their properties	
Wood	Hard, strong, stiff
Plastic	Strong, shiny, bendy
Glass	Transparent, smooth, stiff
Metal	Hard, strong, shiny
Water	Runny, wet, clear
Rock	Hard, strong
Comparing and Grouping Materials	
You can put materials into different groups by answering these questions about the material.	<ul style="list-style-type: none"> • Hard or Soft? • Stretchy or Stiff? • Shiny or Dull? • Rough or Smooth? • Bendy or Not Bendy? • Waterproof or Not waterproof? • Absorbent or Not Absorbent? • Transparent or Opaque?

Look at the different materials you have around your home!

Homework Expectations






We also set an topic homework projects every half term. These are an optional homework — there is no obligation to complete them.

We choose our homework projects to be engaging and to allow children choices over how to present their learning. We will endeavour to give children a range of options that they can complete independently or as a family activity.

These projects are set to run over a number of weeks within a term to allow families completing projects choice over how to manage their time.

Knowledge Organiser: 'What Makes the USA such an attractive place to live and visit?'

1. What are the key human and physical features of the United States of America?
2. How was the Grand Canyon formed?
3. How is the population of the USA distributed? How has this changed over time?
4. What are the different climatic regions of the USA? How are human landscapes affected by water supply?
5. What are America's main exports? What factors affect farming in the USA?
6. How has New York City changed through time?

Key vocabulary	
agriculture	Agriculture is farming and the methods that are used to raise and look after crops and animals.
biome	a large naturally occurring community of flora and fauna occupying a major habitat, e.g. forest, desert or tundra
canyon	a deep gorge, typically one with a river flowing through it, as found in North America. "the Grand Canyon"
climate	the weather conditions prevailing in an area in general or over a long period.
colony	a country or area under the full or partial political control of another country and occupied by settlers from that country.
drought	a prolonged period of abnormally low rainfall, leading to a shortage of water.
erosion	The process by which soil, rock, or land is gradually worn away by natural agents (such as wind or water).
irrigation	the supply of water to land or crops to help growth, typically by means of channels.
plains	a large area of flat land with few trees.
(population) distribution	The way in which people are spread across a given area (e.g. local, national, global).
state	a territory considered as an organised political community under one government

1485 Columbus 'discovers' America
 Goods, human population and diseases start to exchange between Europe, America and Africa.

1607 Jamestown
 First permanent European settlement in America.

1776 Declaration of Independence
 Statement announcing the separation of the thirteen colonies from Great British rule.

1782 End of the American Revolutionary War
 Independence established a new nation.

1803 Louisiana Purchase
 USA nearly doubled in size after purchasing land from France including the Mississippi River basin.

1861-1865 American Civil War
 Southern states declared independence and fought a war with the north over economy, states' rights and slavery.

1899 Spanish-American War
 The victorious United States emerged from the war as a world power with territories around the globe.

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Phonics

Sounds-Write Phonics



From September 2021, we are delighted to adopt a programme called Sounds-Write. All Class Teachers have completed or will be completing the Sounds-Write training course (around 28 hours in total) by Christmas.

- **Phonics will be taught everyday in whole-class groups.**

What is Sounds-Write?

- Sounds Write is a highly structured, multi-sensory, code-orientated and instructional approach to teaching children to read and spell.
- Sounds-Write is effective in teaching pupils to read, spell and write because it starts from what all children know from a very early age – the sounds of their own language. From there, it takes them in carefully sequenced, incremental steps and teaches them how each of the 44 or so sounds in the English language can be spelt.

Sounds-Write Phonics



Teachers will teach children these key concepts and skills throughout their phonics lessons:

Conceptual Knowledge:

1. Letters are symbols (spellings) that represent sounds.
2. A sound may be spelled by 1, 2, 3 or 4 letters.
3. The same sounds can be spelled in more than one way ay / ai as in play/rain.
4. Many spellings can represent more than one sound.

Skills:

1. Blending – the ability to push together sounds to build words.
2. Segmenting – the ability to pull apart the individual sounds in words.
3. Phoneme manipulation – the ability to insert sounds into and delete sounds out of words.

Sounds-Write provides opportunities for practising these skills on an everyday basis until children achieve the automaticity required for fluent reading and spelling.

Sounds-Write Phonics

What can I do to support my child at home?

- The official app for the Sounds-Write Initial Code phonics programme, for learning to read and spell in English.
- This app is available exclusively for iPad. This app offers a variety of activities to develop the skills of blending and segmenting, sound spelling correspondence, word reading and writing and some sentences reading and writing.
- To learn more about our new approach to phonics, please register for the free online courses.



Help your child to read and write (Part 1- 1h 18m total length) Sounds-Write Phonics Program, Initial Code, Units 1-7

<https://www.udemy.com/course/help-your-child-to-read-and-write/>

Help your child to read and write (Part 2-1h 29m total length) Sounds-Write Phonics Program, Initial Code, Units 8 to 11

<https://www.udemy.com/course/help-your-child-to-read-and-write-part-2/>

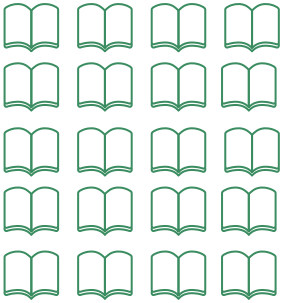




Reading

'Reading is the gateway skill that makes all other learning possible.'

'The most reliable indicator of a child's future success is whether they read for pleasure.'

Why read for 20 minutes daily at home?

Child A	Child B	Child C
20 minutes per day	5 minutes per day	1 minute per day
3600 minutes per school year	900 minutes per school year	180 minutes per school year
1,800,000 words per year	282,000 words per year	8,000 words per year
		

Helping your child establish a love of reading and a good reading routine is one of the absolute best things you can do for them.

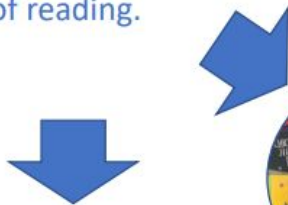
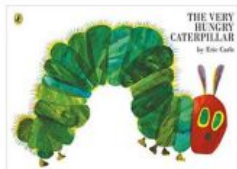
Supporting Readers at Home



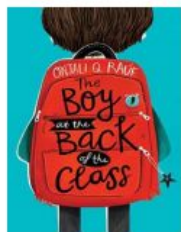
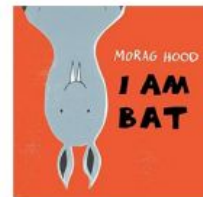
Open University research suggests there are three important ways to support readers and a love of reading.



Reading aloud to your children shows them reading is a pleasure, not a chore. Older children can read to younger ones too.



Making time to read alongside one another helps develop children's reading stamina and interest. Let them choose what to read and relax together.



Children who read, and are supported as readers, develop strong reading skills and do better at school.



Book Chats encourage readers. Invite them to make connections and share their views. Join in with your thoughts too!



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For more ideas, visit the OU Reading for Pleasure website ourfp.org

Other information:

- Phonics Screening
- 1 Trip per Year, most likely Spring Term
- Order lunches on Parent Pay each morning
- Permission forms must be handed in. We will only let a child go at the end of the day if consent is on the form.
- Newsletters - on the website / in clas window
- Contacting myself via email.

Absence Procedure

If your child is going to be absent from school, you need to contact the office (by phone call or by text) to inform school of the reason why. This is a legal duty of schools to collect this information.

If a reason for absence has not been provided within 48 hours, it will be registered as an unauthorised absence.

Behaviour Concerns Process

Class Teacher

Year Group
Leader
(Mrs
Tomkinson)

Deputy
Headteacher
(Mrs Ashwell)
or
Assistant
Headteacher
(Mr Laight)

Head Teacher
(Mr Hutt)

Admin

- If you haven't already, please return handover forms as a matter of urgency so that we know who can collect your child at the end of the day.
- Flu forms
- Buddy play
- Please ensure that the school office has your most up-to-date contact information on file.
- Update the school office if your child has any new medical or dietary needs (e.g. allergies).
- The school newsletter will be emailed out every Friday. Please make sure you read it. The school newsletter will also contain a link to the Year 1 newsletter where we will update you on any news specific to your child.



Do you have any questions?