

The Leader in Me

Here at the Queens' Federation, the 'Seven Habits of Effective People' are an integral part of our school curriculum. Our aim is to develop skills that will promote learning for life and develop leaders of the future. Children's academic achievements, self-confidence, resilience and potential will also be supported and developed. Through the consistent use of the 7 habits we can inspire the children to be the best that they can be - at home, at school and in the wider community.

7 Habits

Habit 1: Be Proactive - I am responsible for my own learning and actions.



-Have a 'can do' attitude and try our best in everything we do.
-Stop, think and make good choices.
-Take responsibility for our actions and outcomes.

Habit 2: Begin with the End in Mind - I aim high and understand the importance of learning for life.



-Set a goal.
-Make a plan on how to achieve that goal.
-Persevere if things get tough.

Habit 3: Put First Things First - I persevere and challenge myself to solve problems.



-Do the important things first.
-Stay focused and concentrate.
-Manage challenges and distractions along the way.

Habit 4: Think Win-Win - I am kind and think about the needs of others.



-Look for solutions to problems.
-Try to make sure everyone can be successful.
-Be kind and respectful, use courage and consideration when communicating and working together.

Habit 5: Seek First to Understand, Then to be Understood - I respect myself and others and celebrate my global community.



-Share own ideas and opinions.
-Listen to other people's ideas and opinions without interrupting.
-Try to understand the views and opinions of others even though they may be different to our own.

Habit 6: Synergize - I work and learn with others and take pride in my achievements and our environment.



-Communicate and listen carefully to others.
-Value other people's strengths and talents and learn from them.
-Know that we can get more done and create better ideas and solutions when working in a team.

Habit 7: Sharpen the Saw - I strive to be the best that I can be.



-Take care of ourselves, look after our heart, body, mind and spirit.
-Balance time between school, out of school activities, family and friends.
-Enjoy learning new skills and seek ways to become a better person.

Behaviour Expectations

In Year 1 we encourage positive behaviour in many ways...

* Children will be rewarded with individual 'house point' tokens for demonstrating use of the '7 Habits' and our school values in and around school. Good effort and positive behaviour will also be rewarded with house points. House points are counted at the end of each half term. The winning house is awarded a 'non-school uniform day.'

*Each week one child from each class will become our 'Star of the Week.' They will receive a certificate and have special privileges throughout the week.

*The whole class work together to receive 'class animals.' When the class has received 10 animals, the children are rewarded with activity time.

Your child will belong to one of our four houses. Siblings are placed in the same house and during the year a range of mixed year group house activities will take place.

Franklin House



Hawking House



Newton House



Darwin House



Home Learning

Our home learning comprises of three weekly tasks.

- **Reading** - we expect all children to read at home or be read to at least 5x each week. When you have read with your child, please comment and sign their Reading, Spelling and Homework diary. Reading plays such an important part in our curriculum, it is essential that children develop a love of reading and enjoy reading a wide range of texts.
- **Spelling** - once children have settled into the routines of Year 1, we will begin to send home spellings for the children to learn. The spellings will include all of the words that the children should know by the end of Year 1.
- **Number Facts** - to link into our 'Teaching for Mastery' approach, children will be asked to practise weekly number facts. This could link to counting, ways to make a specific number or learning number bonds to 10. Please see our 'No Nonsense Number Fact' booklet which identifies the key facts children will be focusing on each half term. The booklet can be found on our school website.

Show and Tell

'Show and Tell' happens in Year 1 when your child is Leader of the Day. WE work through the alphabet in order and your child will know when it's their turn.

Toys

We ask that the children do not bring in any toys from home unless specifically invited to as part of our school topic work. We ask the children **not** to bring in any toys unless invited to for topic purposes.

Birthday Books

At Queen Emma, we celebrate birthdays by inviting children to donate a 'birthday book' to their class. A special sticker will be placed in the inside cover of the book to tell everyone who has donated the book. This change is to help us be a 'healthy school.'

Parent Helpers are most welcome!

If you can spare any time and would like to join us in school to help in any way, please let us know. It would be lovely if you could come and listen to readers or volunteer to help with trips. The opportunity for additional reading helps the children to become more confident readers, it really makes a difference!

All volunteers who help in school now require a DBS check to be completed. DBS checks come at a cost to the school and so we would ask that any volunteers are able to support in school at least once every 3 months.

Please ask at the school office about this check.

Attendance Information

Here at Queen Emma, school attendance is very important. The headteacher's permission must be sought if you wish to take your child out of school during term time. This is done by completing an 'Absence Request' form, available from the school office. Each application will be looked at on an individual basis. We are unable to authorise holidays in term time, however, the headteacher is able to authorise absences for exceptional circumstances. A penalty notice may be issued for 5 consecutive unauthorised absences where the absences are neither exceptional or unavoidable.

Thank you for taking the time to read this booklet. We hope it may have answered some of the questions you may have about Year 1. Please do not hesitate to contact us if you have any further queries and questions.



Welcome to Year 1 at Queen Emma Primary School

Welcome to Year 1!

We are looking forward to getting to know both you and your children this year and hope that Year 1 will be filled with lots of interesting and exciting learning opportunities. We will build on the progress your child has made during their Reception year and provide a smooth transition into Key Stage 1. We hope this booklet will give you some useful information about Year 1. This year Dolphin Class (Class 1.1) will be taught by Mrs Koster (M, T) and Ms Ahmed (W, Th, F) and Seahorse Class (Class 1.2) will be taught by Mrs Rutter.

Throughout the year we will share information and photographs of our learning on our school website. You will also find information and updates about whole school events too. Come and have a look: www.queenemmaschool.org.uk

Our School Day

Our school day begins at 8.45am. Classrooms doors will open at 8.40am and your child may come inside and get ready for their day from this time. Please be aware that lateness is officially noted in the register. If your child arrives after 8.45am, you will need to take them to, and sign them in at the school office.

Our school day ends at 3.15pm. Please wait in the playground by our classroom doors for your child. For their safety, it is important that the teacher knows that your child has seen you. Thank you for your cooperation and patience with this.

If someone else is coming to collect your child, please ensure that your child's class teacher has been notified either by speaking to them directly or by sending a message via the school office. Please also contact the school office if your child is going to be absent from school.

There are lots of opportunities for you to meet with us to discuss your child's progress throughout the year. However, please feel free to come and see us if you have any queries or concerns. You could catch us in the playground after school or make an appointment to see us.

Physical Education (PE) Lessons

On PE days children may come into school dressed in their PE kits. Children need to wear black shorts, a white T-shirt and suitable running shoes. PE will also take place outside during the year so children will also need to wear jogging bottoms and a sweatshirt during the colder months. Long hair should be fastened back and earrings need to be removed on PE days.

Dolphin Class PE lessons take place on Mondays.
Seahorse Class PE lessons take place on Thursdays.

Year 1 Topics 2024 - 2025

Autumn 1: Action and Adventure	Autumn 2: Space
Spring 1: Under the Sea	Spring 2: Castles
Summer 1: Nature Explorers	Summer 2: Food, Glorious Food!

What does my child need in Year 1?

Children are expected to wear school uniform at all times. Please ensure that all items of clothing and shoes are clearly named.



Please ensure that your child is fully equipped with appropriate clothing for all weathers. This will include a coat, hat and gloves during colder times and a sun hat during warmer weather. Throughout the year, we will have a weekly 'Woodland Explorers' session. We will go out for woodland explorers in **all weathers** so please could your child also bring a pair of waterproof trousers and a pair of wellington boots.



Dolphin Class Woodlands Explorers sessions will be on Wednesdays and Seahorse Class Woodland Explorers sessions will be on Tuesdays.



During warmer weather, children must have a named water bottle in school. These should be brought to school and taken home again every day. Children are encouraged to refill their water bottles during the day from the water tap in the classroom if necessary.



Children should wear clean, comfortable black shoes. The children will wear these shoes all day, both inside and outside. If the weather is very wet, muddy or snowy, children may wear boots or wellingtons and bring shoes to change into once they come into the classroom. Thank you!



In Year 1 and Year 2 children will be provided with a piece of fruit or vegetable as a snack at morning break time.

What will my child learn in Year 1?

By the end of Year 1, your child should be able to...

Reading

- Blend sounds in unfamiliar words
- Speedily give the correct sound to graphemes (letters or groups of letters) for all phonemes
- Read words containing the taught graphemes
- Read common exception words
- Read words containing -s, -es, -ing and -est endings
- Read words with contractions (I'm, it'll, we'll)
- Use their phonic knowledge to read texts
- Re-read texts to build up fluency and confidence in word reading
- Link what they have read or heard read to their own experiences
- Listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently
- Retell familiar stories in increasing detail
- Recite simple poems by heart
- Discuss word meanings and link new meanings to those already known
- Check that a text makes sense to them as they read and to self-correct
- Predict what might happen on the basis of what has been read so far
- Begin to make simple inferences
- Discuss the significance of titles and events
- Join in discussions about a text, take turns, listen to what others say and explain their understanding

Writing

- Say sentences out loud before writing
- Write sentences in order to create short narratives and non-fiction texts
- Use some features of different text types
- Re-read their writing to check that it makes sense and make suggested changes
- Read writing aloud so it can be heard by their peers and the teacher
- Use adjectives to describe
- Use simple sentence structures
- Use the conjunction (joining word) 'and' to link ideas and sentences
- Use a capital letter for names of people, places, the days of the week and the personal pronoun 'I'
- Leave spaces in between words
- Begin to punctuate sentences using capital letters and full stops, question marks or exclamation marks
- Spell all words containing previously taught phonemes accurately
- Spell all Year 1 common exception words and days of the week accurately
- Use -s and -es to form regular plurals correctly
- Use the prefix 'un'
- Add the suffixes -ing, -ed, -er and -est to root words
- Spell simple compound words
- Write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency

Mathematics

Number and Place Value

- Count to and across 100, forwards and backwards beginning with 0 or 1 or from any given number
- Count, read and write numbers to 100 in numerals, count in multiples of two, five and ten
- Identify one more or one less than a given number
- Identify and represent numbers using objects and pictorial representations including the number line and use the language of equal to, more than, less than (fewer), most and least
- Read and write numbers from 1 to 20 in numerals and words

Addition and Subtraction

- Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs
- Represent and use number bonds and related subtraction facts within 20
- Add and subtract one-digit and two-digit numbers to 20, including zero
- Solve one-step problems that involve addition and subtraction using concrete objects and pictorial representations and missing number problems such as $7 = ? - 9$

Multiplication and Division

- Solve one-step problems including multiplication and division by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher

Geometry – Properties of Shape

- Recognise and name common 2D shapes (e.g. rectangle, circle, and triangle)
- Recognise and name common 3D shapes (e.g. cuboid, pyramid and sphere)
- Describe position, direction and movement, including whole, half, quarter and three-quarter turns

Reading in Year 1

Reading is an integral part of our learning in Year 1. We aim to develop a love of reading and will enjoy many times together during each week sharing a wide range of stories, poems and non-fiction texts. **Please ensure that your child has their book bag containing their reading book and Reading, Spelling and Homework Diary in school every day.**

Throughout the week children in Year 1 will take part in daily phonics and daily whole class guided reading lessons and may read individually with an adult too. We encourage the children to read or be read to at least 5 times a week at home. Reading every day at home would be even better! Frequent, short sessions of between 5 and 10 minutes are most beneficial. If your child is keen, do read for longer! Children may change their reading book every week so please enjoy re-reading the book if it has not been changed. Many books at this early stage of reading will be matched to your child's phonic level. Stickers inside the front or back covers of the books provide questions that you could ask your children when reading together. At the start of this year, our Whole School WIG is for every child to read at least 5 times a week. We will be monitoring progress on a weekly basis and working towards a whole school reward.

Reading to your child develops their imagination and vocabulary. We appreciate the comments that you make in the reading records as this keeps us informed about how reading is going at home. The bookmark that is attached to the reading record book offers questions that you can ask to ensure that your child is understanding what they are reading.

The school reading scheme and book banding system provides the backbone for reading in school but it is important that your child reads and experiences other books as well. Please encourage them to make choices about what they would like to read at home and visit the local library with them.

Maths Mastery

Our aim at the Queens' Federation is for all children to enjoy mathematics and have a secure and deep understanding of fundamental mathematical concepts and procedures.

Children are taught to be **fluent** in the fundamentals of mathematics, **reason** mathematically using mathematical language and apply their knowledge and understanding to **problem solving** tasks. In order to achieve these aims for all pupils, we have begun to embed a 'Teaching for Mastery' approach in Mathematics.

'Teaching for Mastery' ...

*Is **achievable for all** - high expectations and a positive 'can do' attitude help children develop resilience in the face of a challenge

*Promotes **deep and sustainable learning** - lessons are designed with careful small steps

*Builds on **prior knowledge** - pupils' learning of concepts is seen as a continuum across the school

*Provides children with opportunities to **reason about a concept and make connections** - pupils are encouraged to make connections and spot patterns between different concepts (e.g. the link between division and fractions) and use precise mathematical language

*Promotes **conceptual and procedural fluency** - maths moves from one context to another (using objects, pictorial representations, calculations and word problems). There are high expectations for pupils to learn key number facts, times tables and develop a true sense of number.

***Problem solving is central** - this develops pupils' understanding of why something works so that they have a true appreciation of what they are doing rather than just learning to repeat routines without grasping what is happening

*Provides **challenge through greater depth** - rather than accelerated content, teachers set tasks to deepen knowledge and improve reasoning skills within the objectives of the year group

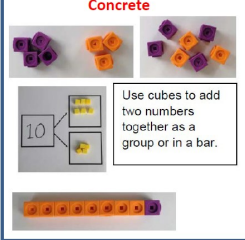
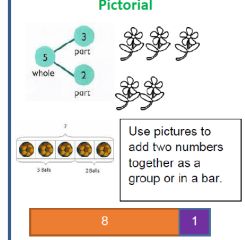
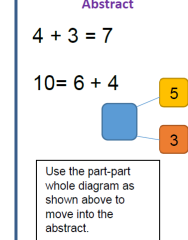
Teaching for Mastery has a CPA approach at its core.

Concrete - providing children with objects and resources to manipulate in order to demonstrate their mathematical thinking

Pictorial - providing opportunities for children to represent their mathematical thinking through diagrams, images, drawings or models

Abstract - providing opportunities for children to become more familiar with formal mathematical representations including signs, symbols and digits.

For example... when teaching addition...

Concrete	Pictorial	Abstract
 <p>Use cubes to add two numbers together as a group or in a bar.</p>	 <p>Use pictures to add two numbers together as a group or in a bar.</p>	 <p>Use the part-part whole diagram as shown above to move into the abstract.</p>

Reasoning: Talking and thinking like a mathematician...

Mathematical language often uses common words in a new context e.g. table or right. It is crucial that children have a secure grasp of mathematical vocabulary. You can help at home by encouraging your child to explain how they have solved a problem and work with them to test, prove and explain patterns.

In school we use a variety of questions and prompts to boost children's mathematical thinking. Children answer questions in complete sentences using accurate mathematical vocabulary. Reasoning about and discussing maths problems in a way that others can understand demonstrates a depth of understanding - another fundamental aspect of mastering mathematics.

I already know that ... so ...

The pattern I noticed was ...

This is true here because ...