



WELCOME TO YEAR I

**ST MARY MAGDALENE
PENINSULA CAMPUS**

A Meeting for Parents

Our Vision

"Do unto others, as you would have them do unto you."

Luke 6:31

In the Koinonia Federation we strive for excellence and high standards through:



A Koinonia student will go out into the world happy, courageous, resilient, motivated with a lifelong love of learning, fully equipped to make a positive contribution to society.



AGENDA



- An introduction of the team
- Attendance and punctuality
- Class timetable
- Annual curriculum map
- Phonics
- Reading Expectations
- Handwriting
- Homework
- Assessment -Feedback and marking
- PE kit expectations
- Uniform
- Behaviour Expectations and Rewards
- Website/ Blog
- Clubs
- Educational Visits
- Healthy packed lunch
- Water bottles
- Communication

MEET THE TEAM

Stephens Class

Mr Rahman



Siderman Class

Miss Okungbowa



Year 1 Deputy Headteacher

Miss Eggleston



Year 1 Assistant Headteacher

Miss Minlah



Supporting Staff:

Miss Foster



Miss St Marie



PPA Cover Staff:

Mr Main



Mrs Rodriguez



ATTENDANCE / PUNCTUALITY



- The gate opens at 8:40 and closes at 8:55am.

8.40 - **Early Morning Work**

- Settling period
 - Preparing for learning
 - Recapping previous learning
- Daily registration closes at 9am. After this time a child is marked late in the register.

DAY-TO-DAY

- Daily timetable- Y1 Stephens (please note these are subject to changes)

Class Timetable					
Year: Year 1 Class: Stephens Campus: Peninsula					
	Monday	Tuesday	Wednesday	Thursday	Friday
08:40-09:00	Phonics practice/ daily 1 – 1 <u>interventions</u>	Arithmetic practice (maths bot/ fluent in 5)	Phonics practice/ daily 1 – 1 <u>interventions</u>	Phonics practice/ daily 1 – 1 <u>interventions</u>	Maths KIRFs revision
09:00 – 09:20	Collective Worship				
09:20 – 10:20	Maths				
10:20 – 10:45	LW Phonics	LW Phonics	LW Phonics	LW Phonics	LW Phonics
10:45 – 11:00	Playtime				
11:00 – 11:50:	English - Writing – including 1 or 2 dictations within the English hour				
11.50-12.00	Spelling test 10 min	Handwriting 1	Handwriting 2	Handwriting 3	Handwriting 4
Lunch Time					
13:00- 13:05	Story time – Where's My Teddy?				
13:05-13:15	LW Reading				
13:15 – 14:10	PSHE	Indoor PE	Science	Outdoor PE	Arithmetic teaching/ Counting stick and number sense activities
14:10- 15:00	RE	Humanities	Art/DT	Computing	Music
Home Time – Gates open at 15:10					

DAY-TO-DAY

- Daily timetable- Y1 Sideman (please note these are subject to changes)

Class Timetable					
Year: Year 1 Class: Sideman Campus: Peninsula					
	Monday	Tuesday	Wednesday	Thursday	Friday
08:40-09:00	Phonics practice/ daily 1 – 1 interventions	Arithmetic practice (maths bot/ fluent in 5)	Phonics practice/ daily 1 – 1 interventions	Phonics practice/ daily 1 – 1 interventions	Maths KIRFs revision
09:00 – 09:20	Collective Worship				
09:20 – 10:20	Maths				
10:20 – 10:45	LW Phonics	LW Phonics	LW Phonics	LW Phonics	LW Phonics
10:45 – 11:00	Playtime				
11:00 – 11:50:	English - Writing – including 1 or 2 dictations within the English hour				
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13:15 – 14:10	RE	Humanities	Science	PSHE	Arithmetic teaching/ Counting stick and number sense activities
14:10- 15:00	Indoor PE	Outdoor PE	Art/DT	Computing	Music
Home Time – Gates open at 15:10					



CURRICULUM MAP

KOINONIA FEDERATION PRIMARY CURRICULUM OVERVIEW

Year 1						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Teddy Bear's Picnic	Toy Story	How can I change my world?	Space Explorers	Dragons, Knights and Castles	Beside the Sea
Supporting Text(s)	The Lost Teddy, Where's my Teddy? Peace at Last, Paddington Winnie the Pooh.	Traction Man Turbo Dog Toy Story Stanley's Stick	10 Things I Can Do to Change My World, Litter Bug Doug, Michael Recycle	Man in the Moon	Fairy tales Jack and the Beanstalk	Lighthouse Keeper's Lunch, The Snail and the Whale, Blue Fish (Pie Corbett)
Writing	Invitations Instructions Narrative	Setting Description Diary Entry	Persuasive Leaflet Letter Poem	Non-chronological report Postcard	Narrative Retelling a story, Alternative endings	Poem Playscript Setting Description
Humanities	Geography – Mapping skills Let's investigate our local area.	History – Changes within living memory Toys of the past and present	Geography – Investigating the UK. -maps -pollution and climate (weather) -towns and cities -recycling	History – Significant Figures Neil Armstrong, Tim Peake, Mary Jackson	History – Exploring castles and their features Monarchs – the current royal family and the recent changes	Geography – Investigating the seaside. How have things changed by the sea over time? Naming the oceans Key features of a coastline
Science	Seasonal Changes	Plants	Animals Including Humans	Animals Including Humans	Everyday Materials	Everyday Materials
Religious Education	Hinduism – Who are Hindus and what do they believe?	Christianity – Nativity: Which character are you? Why are you important? Jesus' birth and Christmas.	Judaism- Shabbat, a day of rest. What is it like to be a Jew?	Christianity – Easter: why is it good to remember stories that Jesus told us? Why is Easter the most important celebration for Christians?	Sikhism – The Gurdwara and the Guru Granth Sahib Who are Sikhs and where do they worship?	Christianity – Jesus the Teacher What do we learn from the story of Noah?



CURRICULUM MAP(CONT'D)

KOINONIA FEDERATION PRIMARY CURRICULUM OVERVIEW

Art / DT	DT- Cooking and nutrition Biscuits	Art- Mark making with different types of media	DT- Structures Making desk tidies	Art- Colour mixing and developing brush stroke techniques	DT- Mechanisms Moving pictures	Art- Sculpture using malleable materials
PSHE	Families and friendships- Roles of different people; families; feeling cared for Respecting ourselves and others- How behaviour affects others; being polite and respectful	Safe relationships- Recognising privacy; staying safe; seeking permission	Belonging to a community- What rules are; caring for others' needs; looking after the environment Money and work- Strengths and interests; jobs in the community	Media literacy and digital resilience- Using the internet and digital devices; communicating online Keeping safe - How rules and age restrictions help us; keeping safe online	Physical health and mental wellbeing - Keeping healthy; food and exercise, hygiene routines; sun safety	Growing and changing – Recognising what makes us unique and special, our feelings and managing when things go wrong.
Music	Hey You! Hip Hop for Children	Menu Song Vocal music	The Orchestra Introduction to the orchestra	'Dawn' from the Sea Interludes and Magical Music Aquarium	Come and Dance with Me Composition of actions and lyrics	As I was walking down the street. Movement and art
Computing	E-safety	Keyboard skills	Commands control	Directions and visual coding	Internet control	Using a website and visual coding
PE	Indoor: Run, jump and throw Outdoor: Hit, catch and run	Indoor: Dance Outdoor: Attack, defend, shoot	Indoor: Gymnastics Outdoor: Hit catch and run	Indoor: OAA/Games Outdoor: Attack, defend, shoot	Indoor: Dance Outdoor: Run, jump, throw	Indoor: Gymnastics Outdoor: Send and return
Trips	Local fieldwork	Museum of Childhood	Ecology Park	Royal Greenwich Observatory	Discover Story Centre in Stratford The Gurdwara	Broadstairs Beach



CULTURAL CAPITAL HOMEWORK

Year 1 Cultural Capital Homework

Visit Mudchute
Farm!

Take a trip on the
DLR to visit
mudchute farm.
Can you identify
animals that fit
into the
'BRAMF' (bird,
reptile,
amphibian,
mammal, fish)
classifications?

<https://www.mudchute.org/plan-your-visit/opening-times>

Cost: Free



Go on a walk in
the local park and
count how many
different
leaves/stones/
that you can find.
place them in a
venn diagram.
How many
different ways can
you find to sort
them?



Visit your local
library to look at
books with moving
parts.

Which is your
favourite book?
Why did you like
that book the best?



Local Library -
Get your child
familiar with their
local library at an
early age. It is an
amazing way to
get access to
thousands of
books to read or
listen to with your
child. They'll
surely be able to
find something
they are
passionate about
reading. Be sure
to ask library staff
what activities
they have
organised as
they often have
fantastic free
workshops and
activities for
children to enjoy.



ChatterPix
App

Ask an adult
to help you
to download
the app
onto a
device.
Draw a
picture or
take a
photo
outside.
Draw a line
on the
image to
create a
mouth then
record your
voice to
make it talk.



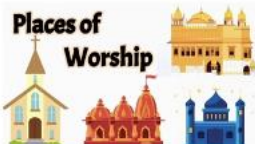
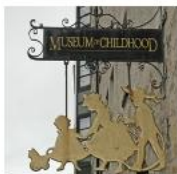
Queen
Elizabeth
Park Music
Maze

Take a
picnic and
enjoy a day
at the park
exploring
the music
maze.
What tunes
and songs
can you
make using
the
percussion
instruments?





CULTURAL CAPITAL HOMEWORK (CONT'D)

Belonging to a Community In our local community, we have lots of people from all over the world. Try a food from another country. Where in the world does it come from? Tell your teacher all about it back at school. 	Places of Worship How many different places of worship do you have in your local area? How can you <u>tell</u> that they are places of worship? Draw a picture of some of the things that you can see outside of them that help people in the community to know which faith group worships there. 	Travel Travel on a train. When you are on the train, what can you see? What did you see at the train station? 	ART	Visit the Museum of Childhood What toys can you see? How do you know that they are old? 	Sock Puppets Have you got an old sock with a hole in it? Make a sock puppet from it! (There are lots of creative ideas online for this). Use your sock puppet to help you to tell a story to someone. 
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AUTUMN LEARNING THEME

Throughout the year, we will be using themes to teach our skills-based curriculum. Our running themes for the Autumn term are **Teddy Bear's Picnic** and **Toy Story**. Our themes will cover English, Geography, History, Music, PSHE, ICT, Art and DT and link to texts chosen to explore our themes for the term.

Autumn 1:

Science: Seasonal Changes	Maths: White Rose Scheme
Religious Education: Christianity	English: Talk for write (Where's My Teddy?)
PSHE: Friends and Families	DT: Making Biscuits

Autumn 2:

Science: Plants	Maths: White Rose Scheme
Religious Education: Christianity	English: Toy Story (Traction Man)
PSHE: Safe Relationships	Art: Drawing



PHONICS

We teach phonics daily and expect the children to be practising at home.

We follow the Little Wandle Letter and Sounds program.



<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>



READING

Children in year 1 are expected to:

- 1. bring their Reading Record and book EVERYDAY.**
- 2. read daily for at least 10-15 minutes at home with an adult.**
- 3. ask a parent/carer to sign their Reading Record weekly.**
- 4. change their books weekly**
- 5. ENJOY!**

- Please listen to your children read daily:**
- Guidance is in the front of the Reading Record.**





READING

We follow the Little Wandle Reading program. From Phase 2 children do reading practice sessions 3 times a week with an adult.





READING



Reading Passports are kept in school.

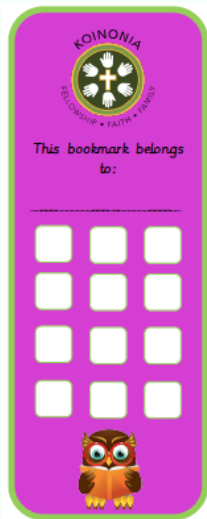
When the children finish a book the teacher records it in the genre box of their passport. Once completed a certificate and prize is awarded.

Non-fiction Science	Non-fiction Hist / Geog	Newspaper Articles
Comic/Graphic Novel	Autobiography	Biography
Adventure/Fantasy	Mystery / Thriller	Cultural Stories
Poetry	Playscript	Instructions & Recipes

Bookmarks are kept in the classroom. When a book is finished They will be given a sticker.

Once 12 books have been read they receive a reading certificate and the process starts again.

We change books every Wednesday.
Spelling test is every Monday





READING **BOOKS**

- Invested £20,000 on new reading books for the children to enjoy.
- If a book is not returned, or badly damaged, then you will be charged £6 to replace it.
- Please share the books with your child and encourage them to take care of our precious new resource.



HANDWRITING

We teach handwriting from Nursery through to Year 6.

The program focuses on 5 stages of handwriting:

1. Physical preparation for handwriting (EYFS)
2. Securing correct letter formation (Key Stage 1)
3. Beginning to join (Key Stage 1)
4. Securing the joins and practicing speed (Lower Key Stage 2)
- 5. Developing a personal style (Upper Key Stage 2)**

Ensuring that children have good writing posture is essential.

- Good pencil grip
- Personal space
- Height of tables and chairs
- Good lighting
- Non-writing hand to steady the paper
- Tilt paper slightly



ASSESSMENT- FEEDBACK AND MARKING

Mistakes are ok.



- **Mistakes are a sign you are trying.**
- Erasers are discouraged.
- Work should be corrected by putting a neat line through the mistake

WE GIVE FEEDBACK IN A VARIETY OF WAYS:

- **Visualisers** are used to give **live feedback** and address any misconceptions.
- **Self or peer marking**
- **Phonic Assessments**
- Use of **quizzes** or quick fire questions to recap learning.
- Weekly appropriate **reasoning and problem solving question(s)** to solve in children books to push learning on.
- **All work is marked using the** learning intentions for each lesson
- **No tick, 1 tick, 2 ticks or 2 tick +** are given next to the learning intention to indicate the child's understanding.
- **This informs the final judgement** on the subject assessment tracker.



PE

- **Outdoor PE – MUGA 1 hour – Stephens - Every Thursday and Sideman – Every Tuesday**
- **Indoor PE – HALL 1 hour – Stephens - Every Tuesday and Sideman – Every Monday**
- **PE Kit – appropriate indoor/outdoor**
- **White t-shirt, dark jogging bottoms or shorts**
- **Come in school wearing PE kits on Wednesdays and Fridays.**
- **Please label all clothing including shoes**
- **No Jewellery- safety**



UNIFORM

- **Wearing correct school uniform** develops in children a sense of pride and belonging in themselves and in their school.

School uniform comprises of:

Girls	Grey skirt or trousers or pinafore dress, dark yellow polo shirt, burgundy sweatshirt and/or a dark grey fleece Hijabs- black , grey or burgundy
Boys	Grey trousers, dark yellow polo shirt, burgundy sweatshirt and/or a dark grey fleece
Footwear	Safe, flat sensible shoes or trainers – black in colour
Jewellery	Small studs and a wrist watch if your child can tell the time

In the summer, boys are allowed to wear **grey school shorts** and girls are allowed to wear **red checked dresses**.

Please label all of your child's clothing and belongings



BEHAVIOUR EXPECTATIONS

It involves everybody's behaviour to everybody.

Every child has the right to learn and every teacher has the right to teach, in a safe, caring and structured environment.



BEHAVIOUR EXPECTATIONS

“Do unto others as you would have them do unto you.”

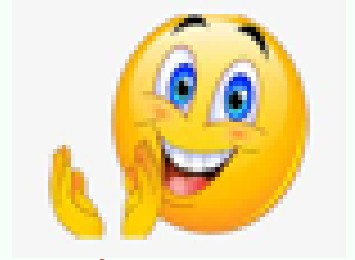
Everyone in school is expected to follow the:

“Golden Rules”

- **Do be gentle** – don't hurt anybody
- **Do be kind** – don't hurt people's feelings
- **Do be honest** – don't cover up the truth
- **Do work hard** – don't waste time
- **Do look after property** – don't waste or damage things
- **Do listen to people** – don't interrupt



REWARDS

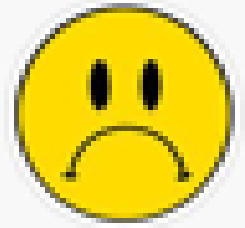


- **Praise, stickers, stamps and certificates, dojo points**
- **Green Cards**
- **Golden Child**
- **Value Award**
- **Maths Award**
- **Science Award**
- **Handwriting Award**
- **Reading Award**

All Rewards are recorded on Arbor



CONSEQUENCES



- **Reminders**
- **Verbal warnings**
- **Miss play time-10 minutes**
- **Time out in another class**
- **Detention if lunchtime incident**
- **Time out at playtime if playtime incident**



CLUBS

- Through out the school year, **extra-curricular opportunities** are on offer **before and after school**
- **Miss Williams** our (HSLW) will send out the information



EDUCATIONAL VISITS

- **Each half-term** we aim to book a school trip.
- **Letters** will be sent to parents/carers to inform you of the intended trip and the cost.
- We encourage **parents/carers to accompany** us on trips.

Please let us know if you would like to and are able help out.



HEALTHY PACKED LUNCH

- **Water is best**, still or sparkling, fruit juice, semi-skimmed or skimmed milk, yoghurt or milk drinks and smoothies. **Please check the sugar content.**
- Please include **at least one portion of fruit** and **one portion of vegetables every day.**

Packed lunches should not include:

- **Nuts or peanut butter** – due to the increasing number of children we have in school with nut allergies
- **Sweets, chocolate bars and fizzy drinks are not allowed.**



WATER BOTTLES

- We encourage children to **bring in a reusable water bottle each day**
- It is extremely important that children **sip water regularly** to keep hydrated
- **Hydration** is important in healthy brain functioning and learning

Please make sure your child's name is on their water bottles. Often more than one child has the same water bottle as their friend.



COMMUNICATION

- **Please do not hesitate to contact us** if there are any questions, worries, or concerns – don't wait!
- **Always speak to us** (class teachers) **in the first instance**
- **Write a note,**
- **Telephone to make an appointment, before or after school or**
- **We are available to chat briefly after school from 3.20pm**
- We may refer you to the **HSLW** (Home School Link Worker) or **SLT** or appointments can be arranged via the office staff, if necessary.



THANK YOU!

“We look forward to working with you, to support your child in their, well-being, development and learning over the next coming year.”

Mr Rahman, Miss Okungbowa, Mr Main and Mrs Rodriguez

Year 1 Empathy Play Programme

This is led by researcher – Anna Raynaud from Birkbeck University of London



Sessions will run throughout this academic year. If you would like to hear more information from Anna Raynaud, please let us know and we can arrange an in-person meeting with her.

If you have any further questions, please speak to the school office, who will be able to arrange for the PSHE team to support you.

Anna can also be contacted directly by email at arayna01@student.bbk.ac.uk

**ANY
QUESTIONS?**

