



WELCOME TO YEAR 1

**ST MARY MAGDALENE
PENINSULA**

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

Siderman Class

Mrs Mason

Ms Mattin

Stephens Class

Mrs Nutton

Ms Minlah

Supporting Staff across both classes:

Ms Bodur

Ms Burns

Ms Williams

Ms Gulshan

Mrs Edgar

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-YI Stephens (please note these are subject to changes)

YEAR 1 Stephens Class Timetable 23/24

| Day | 8:40 - 8.55 | 8.55 - 9.55 | | 10.20 - 10.45 | | 11.00 - 12.00 | | 1.00 - 1.20 | 1.20 - 2.05 | 2.05 - 2:55 | 2.55 - 3.10 |
|-------------|-------------------|-------------------|---------------------------|---------------------|--------------|--|--------------|-------------------|---|--------------------------------|---|
| Mon | EMW | English | Collective worship | Spelling test | Break | Maths/ Phonics Little Wandle Guided reading | Lunch | Maths | Humanities | DT/Phonics catch up session | Story Time/ Home time |
| Tues | EMW | English | | Maths | | Maths/ Phonics Little Wandle Guided reading | | Handwriting | Music /phonics catch up session | PE | Story Time/ Home time |
| Wed | EMW | English | | Maths | | Maths/ Phonics Little Wandle Guided reading | | Handwriting | Religious Education/ phonics catch up session | | Story Time/ Home time |
| Thu | EMW | English | | Maths | | Maths/ Phonics Little Wandle Guided reading | | Handwriting | Science /phonics catch up session | | Story Time/ Home time |
| Fri | EMW | C/W | | PE | | Phonics / Little Wandle Guided reading | | English | Handwriting | PSHE | Computing/phoni cs catch up session |

DAY-TO-DAY

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

Siderman Timetable

| Day | 9:00-10:00 | 10:00 - 10:15 | 10.15 – 10.45 | 10:45 - 11:00 | 11:00-12:00 | 12:00 - 13:00 | 13:00 – 14:00 | 14:00 – 14.55 | 14:55 – 3:05 |
|----------------------------|---|------------------------------|--------------------------|------------------------------|--|------------------------------|--|-----------------------------|---------------------|
| M o n | English | Collective Worship | Maths | Break | Maths Phonics Little Wandle Guided reading | Lunch | Indoor PE Unit 1: hit, jump and throw | DT | Story |
| T u e | English | | Maths | | Maths Phonics Little Wandle Guided reading | | Science | Music | Story |
| W e d | English | | Maths | | Maths Phonics Little Wandle Guided reading | | PE – Outdoor Unit 1: hit, catch and run | PSHE | Story |
| T h u r | English | | Maths | | Maths Phonics Little Wandle Guided reading | | Humanities | Computing | Story |
| F r i | 9.05 – 9.30 Collective worship English | | Maths | | Maths Phonics Little Wandle Guided reading | | RE | Phonics catch up | Story |



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 |



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.**





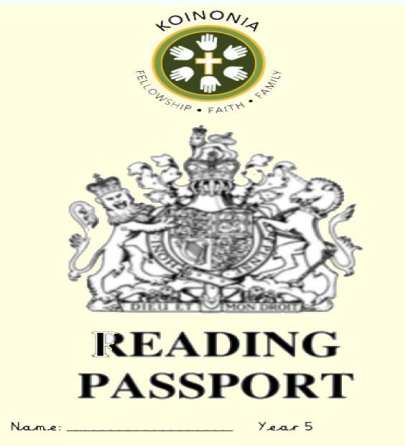
READING

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





READING



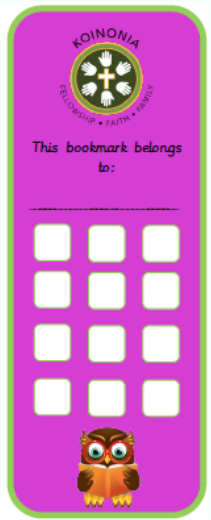
Reading Passports are kept in school.

When the children finishes 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.





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






HOMWORK 'TAKE-AWAY' MENU
Year 1
Autumn Term 1 Theme: Teddy Bear's Picnic



| | |
|---|--|
| <p>Weekly Homework</p>  | <p>1) Spellings - every Tuesday 2) Education City-Autumn 2021 3) Purple Mash</p> |
|---|--|

| | | |
|--|---|--|
| <p>ENGLISH Activity 1</p> <p>Create a wanted poster for your teddy!</p> <p>Include a picture and a written description.</p> <p>Remember to use some <u>adjectives</u> to describe your teddy.</p>  | <p>GEOGRAPHY Activity 1</p> <p>Use google maps to find out about parks in your locality.</p> <p>https://earth.google.com/web/</p> <p>Write and draw what is found in these places.</p> | <p>SCIENCE Activity 1</p> <p>Draw the clothes (and shoes) you wear for the 4 different seasons- Spring, Summer, Autumn and Winter</p>  |
|--|---|--|

| | | |
|--|--|--|
| <p>ENGLISH Activity 2</p> <p>Write instructions to teach someone how to play your favourite game.</p> <p>Remember to include <u>bossy verbs</u> and <u>first, next, after</u> and <u>finally</u> at the beginning of your sentences.</p>  | <p>GEOGRAPHY Activity 2</p> <p>Look at the human and physical features around your home and draw/list them</p>  | <p>SCIENCE Activity 2</p> <p>Keep a weather diary for a week. You could choose to record the weather in Greenwich or another place around the world</p> <p>This is a useful website to use: https://kidsweatherreport.com</p>  |
|--|--|--|

HOMWORK



1. Children have **Yellow Homework books**.
2. A new **Homework Menu** will be given for the new topic half-termly.
3. Homework may also be found on the online learning platforms: **Satchel, Education City and Purple Mash**.
4. Parents should **record** in their child's reading record **daily**.
5. **Spellings** should be practiced **daily**. Children have been given next weeks spellings.
6. The spellings and homework menus are available on the school's website.



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**
- **Indoor PE – HALL 1 hour**
- **PE Kit – appropriate indoor/outdoor**
- **White t-shirt, black or grey jogging bottoms or shorts**
- **Bring the PE kit in on **Monday** and take it home **Friday** to be washed**
- **Please label all clothing including shoes and the bag that their kit is in.**
- **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 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

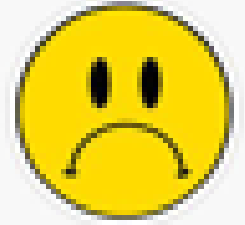


- **Praise, stickers, stamps and certificates, dojo points**
- **Green Cards**
- **Golden Child**
- **Value Award**
- **Maths Award**
- **Science Award**
- **Handwriting Award**
- **Reading Award**

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.”

Mrs Mason, Mrs Nutton, Ms Minlah and Ms Mattin

**ANY
QUESTIONS?**

