



WELCOME TO YEAR 1

ST MARY MAGDALENE
WOOLWICH

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.



MEET THE TEAM

Hargreaves Class

Miss Trainor



Supporting Staff:

Mrs Dedman

Miss Taylor

Mr Shinya

Phase Leader

Mrs Eggleston



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 Hargreaves (please note these are subject to changes)

Class Timetable: Year: 1 Class: Hargreaves Campus: Woolwich					
	Monday	Tuesday	Wednesday	Thursday	Friday
08:40-09:00	English focus	Arithmetic practice (maths bot/ fluent in 5)	Phonics focus	English focus	Maths
09:00 – 09:20	Collective Worship				
09:20 – 10:20	Maths				
10:20 – 10:45	LW Phonics	LW phonics	Dance	LW Phonics	LW Phonics
10:45 – 11:00	Playtime				
11:00 – 11:50:	Writing				
11.50-12.00	Handwriting 1	Handwriting 2	Handwriting 3	Spelling 3	Spelling test 10 min
Lunch Time					
13:00- 13:05	Story time – Where is my Teddy?				
13:05 – 13:30	PSHE	Music	Phonics	Computing	Arithmetic teaching
13:30- 14:00	Little Wandle reading	Little Wandle Reading	<u>P.E</u>	D.T	Dictation work
14:00- 15:00	<u>R.E</u>	Geography	LW reading / Changing books	Science	<u>P.E</u>
Home Time – Gates open at 15:10					



CURRICULUM MAP

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
MATHS	Place value within 10 Addition & subtraction within 10	Addition & subtraction within 10 Shape	Place value within 20 Addition & subtraction within 20	Place value within 50 Length & height Mass, capacity and temperature	Multiplication and division Fractions	Position and direction PV within 100 Money Time
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	Christianity Why did Jesus tell stories? (Gospel)	Christianity What is in our school's name? (Christianity)	Judaism Why do Jewish people celebrate the day of Shabbat?	Christianity (God) Who are our Christian neighbours?	Judaism How does belonging to a Synagogue help a	Christianity (Creation)



CURRICULUM MAP(CONT'D)

KOINONIA FEDERATION PRIMARY CURRICULUM OVERVIEW

		(Christianity) Who is in the nativity?	(Incarnation)	Is Easter the most important festival for Christians? (Salvation)	Jewish person in their faith?	What teaches people to look after the world?
Art / DT	DT- Cooking and nutrition (flapjacks)	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	Technology around us	Digital Painting	Programming A (Moving a robot)	Grouping data	Digital writing	Programming animations
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	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 **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)**



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, 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
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.”

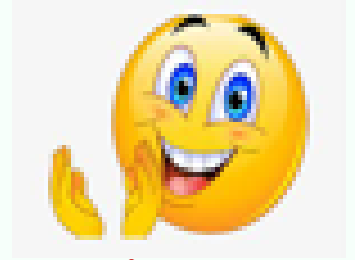
Everyone in school is expected to follow the:

“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



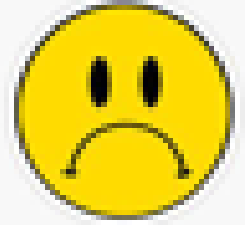
REWARDS



- **Praise, stickers, certificates, dojo points, arbor points**
- **Golden Child**
- **Value Award**
- **Maths Award**
- **Science Award**
- **Dojo Winner**
- **House points**



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**
- **Sent to SLT**



CLUBS

- Through out the school year, **extra-curricular opportunities** are on offer **before and after school**
- **Miss Thomas** 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** Miss Trainor **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.”

Miss Trainor, Mrs Dedman, Miss Taylor, Mr Shinya

**ANY
QUESTIONS?**

