

Welcome to Year 1 BG



Meet the Year 1 Team



Miss Bolger
(Mon-Wed)



Mrs Garner
(Wed-Fri)



Mrs Grainger



Mr Edwards
PE



Miss
Hughes
(1H)



Mrs Tiwari



Mrs Wheeler



Miss
Mubashar
(1H)



Miss Robin
(1H)

Learning Behaviours (Star of the Week)



Teamwork



Perseverance



Independence



Creativity



Curiosity



Reflection

Values

(Best Seat in the House – chosen by children)

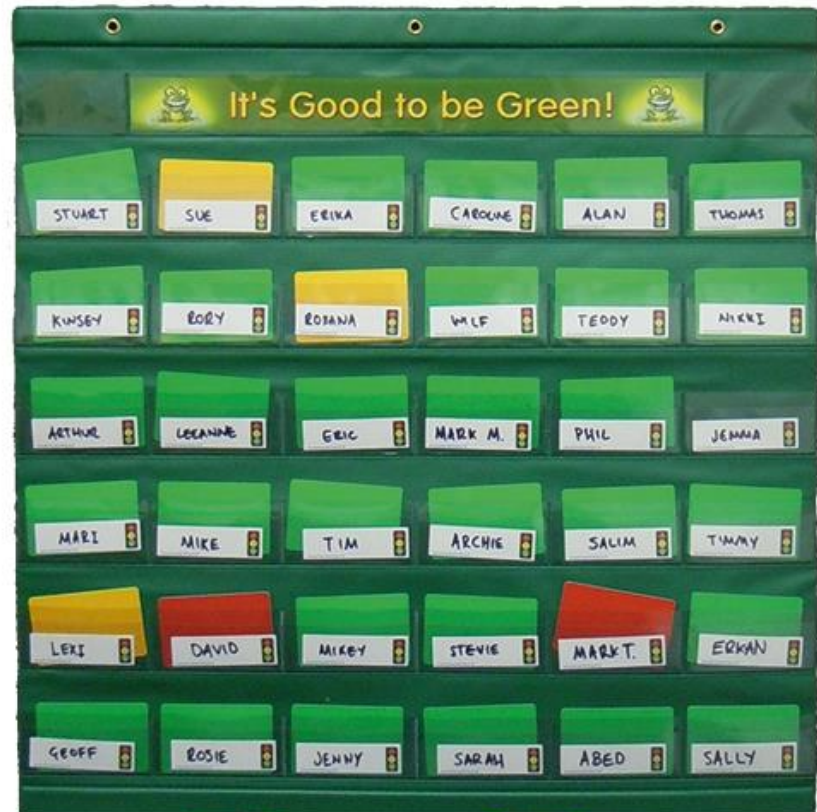
(The things we truly believe in for **everyone** involved with Highwood)

- Celebrating Diversity
- Continual Improvement
- Pride
- Happiness
- Trust
- Respect



Good to be green

- Silver then Gold card – Star
- Green card – Sunshine
- Yellow card – White cloud
- Red card – Black cloud
- Reflection form
- Consequences
- Star of the week



Highwood VIPs (Values In Practice)

- We are reinstating our VIP awards.
- For your child to be a Highwood VIP they need to regularly show:
 - Happiness
 - Respect
 - Continual improvement
 - Cultural diversity
 - Trust
 - Pride
- The children will have the opportunity to self-assess against the criteria with support from their teacher.
- Children will be taught how to demonstrate these values during our PSHE lessons.
- If children successfully meet all the criteria they will be awarded a bronze badge.
- Parents will be informed if their child has received VIP status and badges are awarded at the end of each term.
- Children not yet meeting the criteria will be supported to work towards those targets during the following term.

Year 1:

- 8.35 door opens
- 8.55 am Registration
- 9.00 am Phonics
- 9.30 am Spellings then English
- 10.30am BREAK
- 10.45am Maths
- 12.00 pm LUNCH
- 1.00 pm Mental Maths
- 1.20 pm
Topic/Science/Music/PSHE/PE/Art/Assembly
- 2.45pm Reading
- 3.15pm Home time

Timetable

8:35-9:00	9:00-9:30	9:30-9:40	9:40-10:30	10:30-10:45	10:45-12:00	12:00-1:00	1.00-1.20	1.20-3.00		3:00-3:15
Register and Lunches	Phonics	Spelling	English	BREAK	Maths	LUNCH	Mental Maths	Topic (Resource support)	Computing	Class Reader
Register and Lunches	Phonics	Spelling	English	BREAK	Maths	LUNCH	Mental Maths	PSHE	Art	Class Reader
Register and Lunches	Phonics	Spelling	English/PE	BREAK	English/PE	LUNCH	Mental Maths	Maths	Music	Class Reader
Register and Lunches	Phonics	Spelling	English	BREAK	Maths	LUNCH	Mental Maths	RE	Topic	Class Reader
Register and Lunches	Phonics	Spelling	English	BREAK	Maths	LUNCH	Mental Maths	PE	2.30-3.00 Celebration Assembly	Class Reader

Topics for the Year



Autumn

Where in the World
am I?

Trip: Local
environment walk

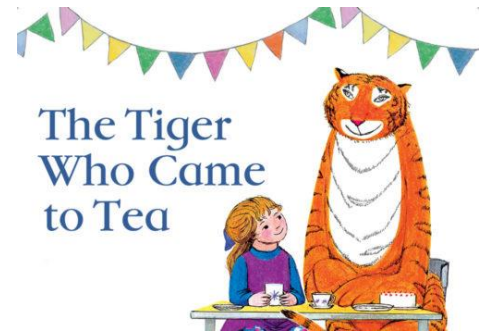
Community
Project: The Birches



Spring

Will we play with
the same toys
when we are
older?

Trip: Milestones
Museum



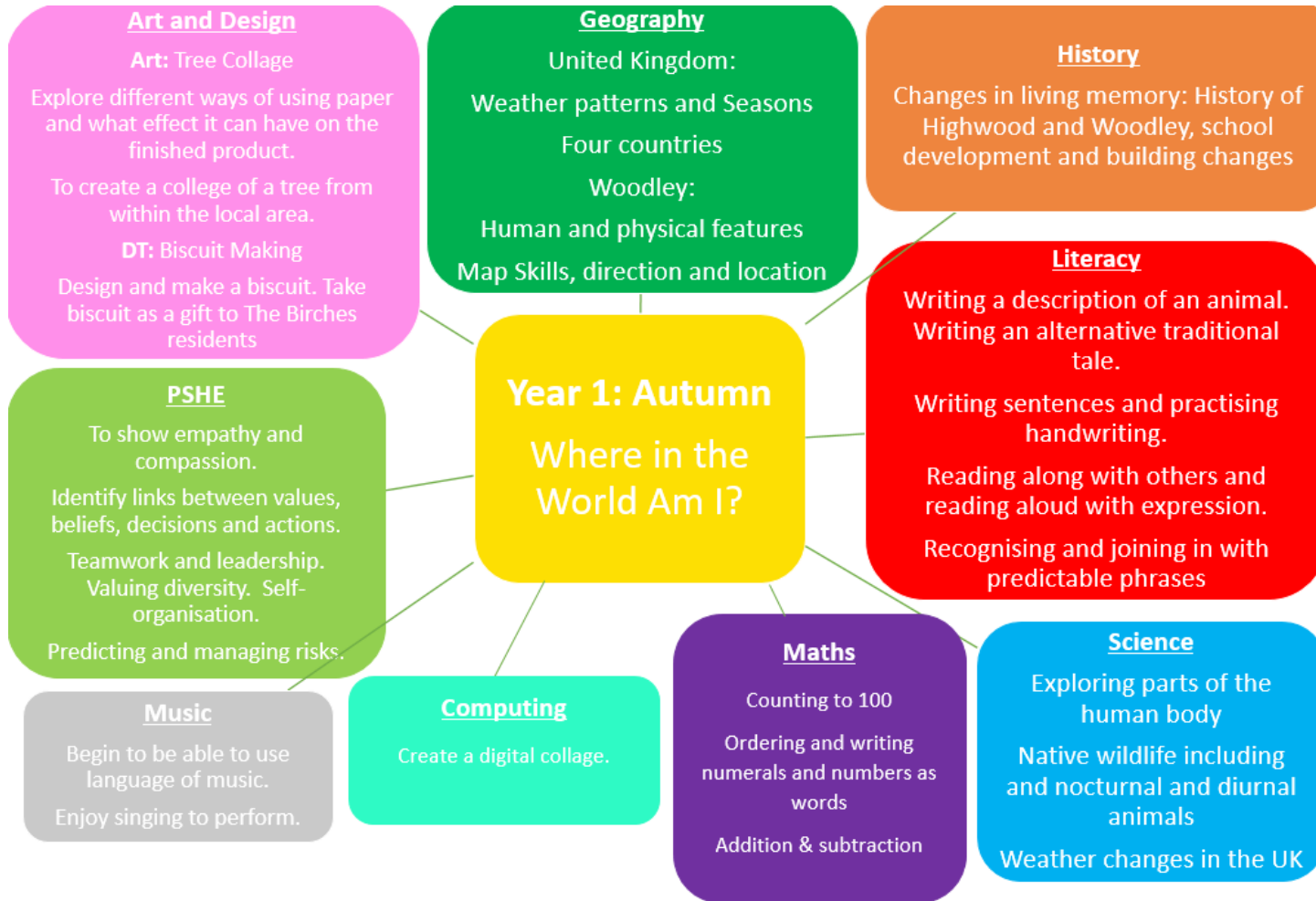
Summer

Which animal
would we invite to
tea?

Trip: Visit a
Farm/Pet Day

Community
Project: The Birches

Autumn Term Mind Map



At the end of every term a new curriculum mind map will be given out.







How can you help at home?

- Reading
 - Listen to your child read every day
 - Read lots of stories to your child – fiction and non-fiction
- Maths
 - Sumdog/Numbots (logins to be sent out in due course)
- Homework grid
 - Complete 1 piece of work every two weeks
 - Deadline – Wednesday – Exact deadline on homework grid.
 - Homework books to be handed out in due course

Example Termly Homework Grid

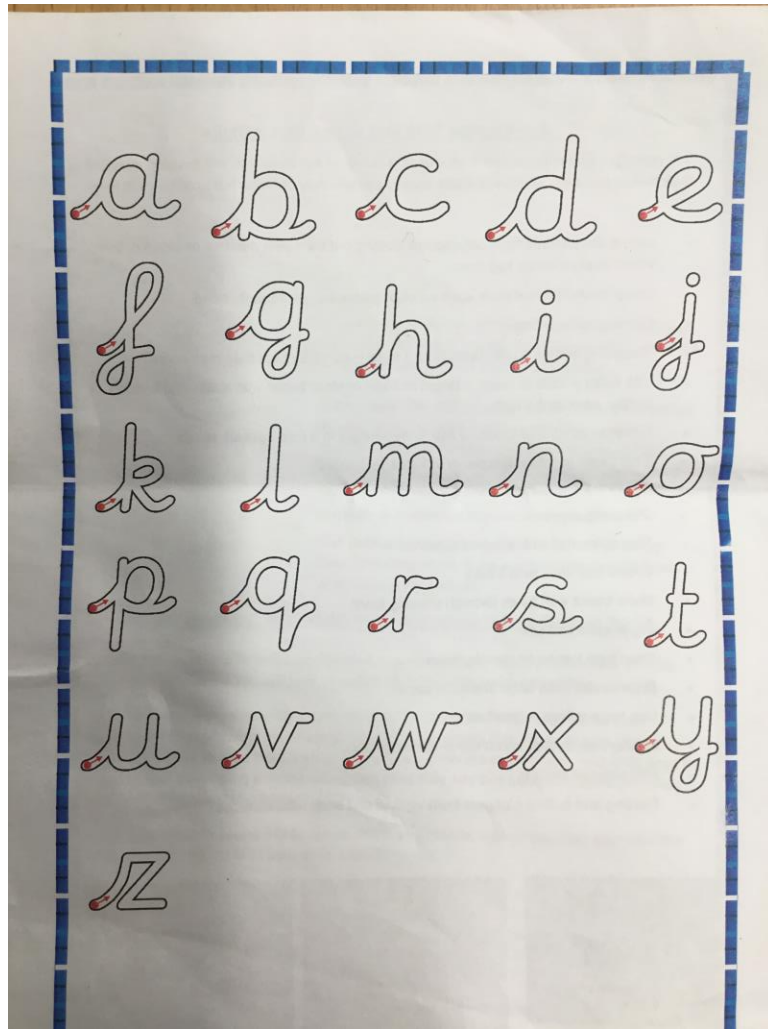
Year 1 Autumn Term Homework 2020-2021

Where in the world am I?

	Week 1 and 2	Week 3 and 4	Week 5 and 6	Week 7 and 8	Week 9 and 10	Week 11 and 12	Week 13 and 14	
Deadline	Wed 10 th Sept	Wed 30 th Sept	Wed 14 th Oct	Wed 4 th Nov	Wed 18 th Nov	Wed 2 nd Dec	Wed 16 th Dec	
	Practice your listening skills by playing Simon says with a family member or friend. Have a go at leading!	Play the game snakes and ladders or something similar. Practice counting out loud while playing. Take a photo or write a sentence to say who won!	Read a traditional tale with a friend or family member. Discuss and write about who your favourite character was and why.	FREE CHOICE! Complete a task of your choice showing this learning behaviour.	Let practice our cooking skills! Help your parents to make something. You could bake, cook dinner or make a packed lunch!	Work with a member of your family to find out where other people in your family live. Show on a map if you can.	Work as a team to create a Christmas decoration or decorate a room in your house.	
	Practice writing your first name and surname in cursive handwriting. Keep persevering until you think it's the best you can do!	Practice the days of the week with a friend or family member. Learn some songs to help you and write the days in your homework book.	Practice counting to 100 forwards and backwards. You can write the numbers down in order or bring along to some Jack Hartman videos on youtube.	Practice finding one more and one less from different numbers. You can count on or back in your head or represent number objects on items away you	FREE CHOICE! Complete a task of your choice showing	Practice the spelling groups that you are in. <i>Remember the book!</i>	Use your cutting skills to make a Christmas	
	Practice writing your numbers from 0 to 20. See if you can count out objects for each number. For example the number 5 would need 5 objects.	Practice a new skill this week! This can be tying your shoelaces, packing your own PE bag or skipping with a skipping rope.	Make a poster of the things that you can do on your own. For example making your bed or zipping up your coat.	Do some e every day record wh do. You ca for a talk r for a walk r up and do stait		Make a piece of art using torn paper. You can make anything you want so be creative. Think about the different textures you can make for example you can tear, scrunch or fold paper.	Use your knowledge of animals and habitats to create a den for an animal. Take a picture to show us!	Create a Christmas story using anything you can find in your house - Lego, puppets, toys. Tell it to your family.
	Let's learn some new words! Think of 3 words that you don't know the meaning of. With an adult help research the meaning and write it in your book.	With an adult read a non-fiction book about any topic you like! Write down 3 facts that you learnt from the book.	We are looking into how Woodley has changed. Use the internet (with an adult) or a family member to help you find out about 2 things that have changed in Woodley.	Practice writing all the tricky words we have learnt so far (see sheet). Use your look, cover, write, check technique to help you as phonics doesn't work with tricky words!	You have done lots of practice at counting up in 1's. Let's count up in 10's and 5's! Is there a pattern? Write down what you find in your book.	FREE CHOICE! Complete a task of your choice showing this learning behaviour.	Can you find a set of Christmas objects for each number 1-10 e.g. 1 cracker, 2 baubles etc.....	
	Take a walk around your local area. What did you see? Draw pictures or write about any animals or plants that you saw on your walk.	FREE CHOICE! Complete a task of your choice showing this learning behaviour.	Visit 2 different places. What did you see that was the same? What did you see that was different? Write a list 3 similarities and 3 differences.	Reflect on our road safety lessons. Draw a poster on how you can keep safe on your journey to school.	Tell a friend or family member 3 things you have learnt this week. Can you teach them too?	Draw a picture of your family. Write a sentence about how they help you every day.	Reflect on your learning this term. What was your favourite part? Why? What would you like to do next term?	
<p>To help further your learning, we would like you to complete at least 1 piece of homework every 2 weeks. Across the term, you should cover at least one task from each learning behaviour. Your homework should be completed to your highest standard, demonstrating the Highwood values of pride and continual improvement.</p>								

Handwriting

- In Year 1 we will be beginning to teach the children to write in a cursive style.
- This will help them to join their writing later on.
- The rhymes for the letters will remain the same but they will 'start on the line every time' and start with 'up you go'.



How we assess you child?


Highwood Primary School

Objective Analysis Tool – Assessing against NC objectives

Not Achieved	Working Towards	Working At	Working at Greater Depth
<p>The pupil has been taught the objective but needs contestant support to achieve success.</p>	<p>The pupil can demonstrate the objective after some support. They show success with the lower order thinking skills of remembering and understanding.</p>	<p>The pupil can demonstrate the objective with limited support. They show success with the middle order thinking skills of applying and analysing.</p>	<p>The pupil can demonstrate the objective independently. They show success with the higher order thinking skills of creating and evaluating. This includes the ability to support peers in developing their understanding.</p>
<p>This would be assigned a '0' on our assessment documents.</p>	<p>This would be assigned a '1' on our assessment documents.</p>	<p>This would be assigned a '2' on our assessment documents.</p>	<p>This would be assigned a '3' on our assessment documents.</p>
<p>The child:</p> <ul style="list-style-type: none"> • Can access with support from an adult helping with almost all the questions and explanations. • Will show limited independence, even in finding a starting point. • Will seek constant reassurance. • Will be unsure of the order of steps, but may know what things they could do or things they could use. 	<p>The child:</p> <ul style="list-style-type: none"> • Can achieve independently for most tasks when making simple representations. • Needs additional reminders and extra explanations. • Will not always retain the information for subsequent lessons. • Will have elements of success but gaps will be identified. 	<p>The child:</p> <ul style="list-style-type: none"> • May require reassurance at the start, but will be able to achieve independently. • Will make some clerical errors but will show the ability to correct them when prompted. • Will understand the learning and show ability to apply in different contexts. • Can verbalise their learning when asked by an adult or peer. 	<p>The child:</p> <ul style="list-style-type: none"> • Can access learning independently with ease. • May make the occasional error but will identify this and correct – sometimes this will be pointed out by an adult. • Can use this learning to support new learning. • Can justify a different approach to achieving the same intended goal. • Is willing and able to actively support peers in their learning.

Keeping in touch with progress

- Welcome any time
- Books– up to date weekly.
- SPLAT afternoons
- Mid year reports
- End of Year learning review
- Parents evening









Highwood Primary School – Foundation Two
Report 2015-2016

Class: F2

Name:

Child's comment:

 Curiosity	<p>Brooke is a naturally thoughtful and curious pupil. She enjoys learning about our environment and the world we live in and always asks well considered questions. Brooke understands that there are similarities and differences between herself and others and among families, communities and traditions. She confidently asks why things happen or asks for further clarification, especially when tackling mathematical concepts. Brooke has a love of maths and this can be seen in the way she approaches tasks. She especially enjoys solving number problems and during self-chosen time can often be found in the maths area quietly working through mathematical concepts; these include solving adding, subtracting, doubling and halving questions and number sentences.</p>
 Perseverance	<p>Brooke has fantastic perseverance. She tackles old and new concepts with the same determination and hard work. She never wavers on her conviction that she can complete the task. She has worked exceptionally hard this year in all areas of the curriculum but especially in mathematics. At the beginning of the year she needed small amounts of reassurance about whether she was following the mathematical steps correctly. As her confidence has grown she is able to work through complex mathematical number problems and discuss her reasoning afterwards. She enjoys working with the Numicon and always turns to this resource and many others if she comes across a problem she is not sure how to solve.</p>
 Independence	<p>Brooke is very independent. During learning zone she loves independently reading in the book corner or writing in the writing area. She has worked extremely hard in phonics and is able to independently apply her phonic knowledge to her reading and writing. Brooke enjoys writing her own stories and sentences and likes to challenge herself by reading story books. She shows great independence in knowing where all the resources are that she might need to help her. At the beginning of the year Brooke found cursive handwriting a challenge. Every day she would independently decide to practice her letter formation until she remembered how to write each letter. Now she confidently forms every letter in the alphabet and is working on writing each letter with more control.</p>
 Teamwork	<p>Brooke is an excellent team player. She has a lovely friendship group who always work together during learning zone. Like all friends they sometimes differ in their ideas and opinions. Brooke is excellent at compromise and finding a solution to their problems. She will talk to her friends about what options they have and will continue to discuss the conflict until they have agreed a plan of action. Brooke is confident to share her ideas with everyone in the class and listens carefully to other people's ideas. Although she listens to their ideas she does not always take their ideas on board and build on them. For example when Brooke and her partner were set the task to build a pirate ship, they talked to each other and listened and then set off gathering the resources and equipment they needed. However, they ended up working quite independently as they had not managed to combine their ideas into one.</p>
 Creativity	<p>Brooke enjoys being creative. She uses a variety of different media including construction materials, paints, pencils, junk modelling, play dough, clay, music and musical instruments to create pieces of art work. However her clear strength is her imagination and role play. During learning zones she loves to act out her favourite traditional tales with her friends. These include Little Red Riding Hood, The Three Little Pigs and The Ginger Bread Man. She takes turns to act out different roles. She changes her voice and uses her body to portray the character and performs the stories to her peers and the adults in the setting. It is a joy to watch and I hope her imagination continues to grow!</p>
 Reflection	<p>Brooke has worked hard to develop her reflective skills. She works really hard on completing the task she has been set or that she sets herself and finds it hard to look at the work subjectively afterwards. With adult support and questioning she is able to think about what she has done well and what she could do better next time. Recently she has started to identify what she has done really well and enjoys sharing her achievements with the class. She thrives on praise and loves being put on the star. However, a key skill for Brooke to develop is to look at her work and identify what she could do better next time. This will mean that she continues to develop her work and is able self-correct her work with less adult intervention.</p>

Lunch time

- Three choices everyday – meat, vegetarian or jacket potato.
- Includes a dessert.
- All of the pupils will need to be able tell an adult what they are having for lunch every morning.
- Packed lunches eaten in the small hall and Hot dinners in the main hall.
- Please encourage independence and speed!

PE kits

PE kits are to be brought into school EVERY Monday and will be sent home on Friday. PE Days are Wednesday and Friday

Please can we make sure that a winter PE kit is also provided as we will still do PE outside when the weather turns colder and damp.

PE kits to include; the green Highwood PE t-shirt, plain black shorts, jogging bottoms, sweatshirt and 2 pairs of trainers if possible. This is outlined in our school uniform policy.

There are to be NO earrings on PE days.

Communication

- Every day
- Arrange a meeting
- Share anything with me or other adults you feel is important
- Twitter @HighWoodPrim1G or @HighWoodPrim1H
- School Website
- App
- Email – year1@highwood.wokingham.sch.uk
- It is important we always have your update to contact information.