

# **Year 1 Parent Meeting**

**Miss Lewis and Mrs Cheema**

**14.9.26**

# **Vision and Values**

Be a curious, motivated learner.

Be independent and embrace challenges.

Be respectful and responsible citizens of the world.

Be healthy and positive in mind and body.

**BE GRANGE FARM.**

**Respect  
Responsibility  
Resilience**

# **Senior Leadership Team (SLT)**



**Mr Walters - Headteacher**



**Mrs Noone – Deputy Headteacher**



**Ms Wallis – Inclusion Lead**



**Mrs Scott – SENDCo**



**Mrs Solman – Maths Lead**

# Key School Staff



**Mr Walsh**  
**School Business Manager**



**Mrs Jacques**  
**Finance and Administrative  
Assistant**



**Mrs McKelvie**  
**Clerical Assistant**



**Miss Hobson**  
**Apprentice Clerical Assistant**



**Mr Ell**  
**Site Services Officer**



**Mrs Heath**  
**Pastoral Manager**

# Cover Staff



**Mrs Ramzan**



**Mr Cotton**



**Mr Bryant**

# Attendance

- ◇ School gates open at 8:45am and close at 9am in the morning and again at 3:30pm in the afternoon until 3:45pm.
- ◇ If your child is unable to attend school, call the school or email the attendance email address ([absence@grangefarm.coventry.sch.uk](mailto:absence@grangefarm.coventry.sch.uk)) for that day.
- ◇ Where school feel we do not have sufficient information, we may contact parents and carers as this is part of our Child Protection and Safeguarding Policy.
- ◇ Where your child has an appointment (i.e. medical, optician), evidence needs to be provided to school.
- ◇ Leave of absence requests will only be agreed for exceptional circumstances. The school is within it's right to fine parents where there is a leave of absence in term time.

# **Behaviour Expectations and Rewards**

- ◆ Building relationships and positive praise is used at the heart of managing behaviour.
- ◆ Important to set high standards of behaviour and have consistency across the school.
- ◆ Emphasis on the school values of respect, responsibility and resilience.
- ◆ Praise based approach with the use of Dojos for rewards.
- ◆ Where children have been given a consequence through our Behaviour Policy, we use reflection and reparation time to educate the children. For yellow and amber behaviour levels, parents will be informed either via MCAS or a conversation with the teacher.
- ◆ Achievement assemblies weekly and termly governor assemblies celebrate those children who have shown our school values or an exceptional effort in their work.

# **Communication**

- ◇ All parents will need to have signed up for our school app – MyChildAtSchool (MCAS).
- ◇ All school communication is sent through this and we suggest parents enable push notifications so they are notified when new information is added.
- ◇ This is also the method we use for such things as (not an exhaustive list): paying for trips, ordering and paying lunches, information about school clubs, receiving school reports.
- ◇ Please ensure that any medical or dietary needs are completed on MCAS and also that you put the name of anyone you wish to collect your child in the 'data collection' section.

# Uniform Expectations



- ◆ The school colours are blue and black. Logo items are not essential and items can be purchased from supermarkets. Please ensure ALL uniform is labelled clearly with the name.
- ◆ Moved towards 'active uniform' to support with OPAL and children enjoying play. There will be no separate PE kit so uniform must be suitable for children to do PE in.
- ◆ We ask that all children bring in a pair of wellies that can be left in school on the racks. All of the information regarding uniform can be found on the school website and within your pack.
- ◆ Years R to 2 must use book bags to bring items into school (your first one is provided and after this they can be purchased from the office) and Key Stage 2 can use rucksacks that fit into the lockers.

# **Safeguarding and Wellbeing Team**



**Mr Walters  
Safeguarding  
Lead**



**Mrs Noone  
Senior Mental Health  
Lead**



**Ms Wallis  
Mental Health First Aider**



**Mrs Heath  
Mental Health First Aider**

# **Safeguarding and Wellbeing Team**

- ◇ Safeguarding and the wellbeing of children is the first priority.
- ◇ All staff are safeguarding trained.
- ◇ Although Mr Walters is the Designated Safeguarding Lead, Mrs Noone, Ms Wallis and Mrs Heath have also had the elevated training.
- ◇ There are trained staff in mental health first aid.
- ◇ Support is available for children and families and referrals can be made to outside agencies on your behalf by school.

# **Lunchtimes**

- ◆ Everybody has lunch at the same time (12pm – 1pm).
- ◆ Dinners must be ordered by parents on the MCAS app a week in advance. This ensures we have the correct amount of food ready for children and also that allergies are catered for.
- ◆ Years R, 1, 5 and 6: 12-12:30 dining room, 12:30-1 playtime.
- ◆ Years 2, 3 and 4: 12-12:30 playtime, 12:30-1 dining room.
- ◆ Our older children support younger children during lunchtimes.
- ◆ OPAL based outdoor setting continues to grow and be a highlight of the school as we embrace positive play.

# Curriculum

- ◆ Children have full access to a broad and balanced curriculum set out in the National Curriculum.
- ◆ Core subjects are taught discretely with a focus on children learning the basics early.
- ◆ Our Cornerstones Curriculum covers the foundation subjects where there are opportunities for children to make meaningful connections across the curriculum.
- ◆ Specialist art, music and PE teachers enhance the teaching of the curriculum.
- ◆ Termly trips or visitors enrich children's learning.

# Outdoor Play and Learning (OPAL)

- ◇ A recent change to school over the past 2 years.
- ◇ Play is an important part of a child's personal and social development.
- ◇ OPAL principles are used to provide children with a range of activities, equipment and play opportunities whilst they are outside.

"It is just amazing! I just can't tell you how much better lunchtimes are now!"  
– Y6 child

"I used to just stand and talk to my friends. It was pretty boring. Now there is so much to choose from every day." – Y3 child



# **Extra-Curricular Opportunities**

- ◆ We offer a wide range of extra curricular opportunities for children from Reception to Year 6 .
- ◆ These include sporting activities, drama, dance, Punjabi classes, coding, Spanish, art and instrumental music lessons.
- ◆ Letters are sent out through the MyChildAtSchool App for the clubs relevant to your child/ren.
- ◆ There will be a charge per session for those clubs ran by school staff.
- ◆ Other clubs are run by outside companies and arrange their own booking systems.

# Year 1 Staff



Miss Lewis



Mrs Cheema



Mrs Bacon



Mrs Nicholls



Mrs Simmons

# Timetable

|       | 8:45<br>-<br>9:00 | 9:00<br>-<br>9:30 | 9:30-10:25 | 10:25<br>-<br>10:40 | 10:40-12:00 | 12:00-1:00 | 1:00-1:20 | 1:20-2:10                           | 2:10-3:00                                                             | 2:45-3:00              | 3:00-3:20        | 3:20-3:30  |      |
|-------|-------------------|-------------------|------------|---------------------|-------------|------------|-----------|-------------------------------------|-----------------------------------------------------------------------|------------------------|------------------|------------|------|
| Mon   | Morning Work      | Phonics           | English    | Playtime            | English     | Reading    | Lunch     | Assembly                            | PE<br>(Team Games)                                                    | Science<br>(Materials) | Mastering Number | Story Time | Home |
| Tues  | Morning Work      | Phonics           | Maths      | Playtime            | Maths       | Reading    | Lunch     | Computing<br>(Technology around us) | PE<br>(Fundamentals)                                                  | Mastering Number       | Story Time       | Home       |      |
| Wed   | Morning Work      | Phonics           | English    | Playtime            | English     | Reading    | Lunch     | Geography Intro                     | Continuous Provision<br>Teacher – Geography group work                |                        | Mastering Number | Story Time | Home |
| Thurs | Morning Work      | Phonics           | Maths      | Playtime            | Maths       | Reading    | Lunch     | Geography Intro                     | Continuous Provision<br>Teacher – Geography group work                |                        | Mastering Number | Story Time | Home |
| Fri   | Morning Work      | Phonics           | English    | Playtime            | English     | Library    | Lunch     | Achievement Assembly                | PSHE/ RE<br>(What is a world view?<br>What is a personal world view?) |                        | My Happy Mind    | Story Time | Home |

Art Day – Autumn 1 and Autumn 2

DT Day – Trip to be completed in Spring term

Music Day/ afternoon – Autumn 1



# Reading...

We teach reading through a whole class approach so that all children are exposed to high quality texts and rich vocabulary appropriate for their year group. This begins when the children are in Reception.

In Reception and Year 1, children are taught phonics through the Jolly Phonics Scheme. Our reading curriculum has a focus on developing 'Readers for Life' who read both for pleasure and information.

# Writing...

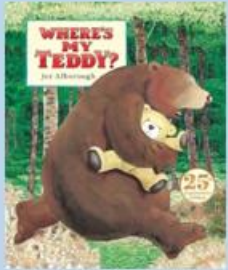
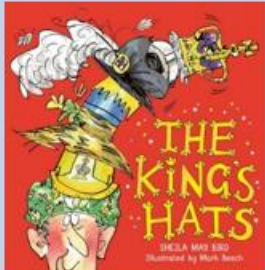
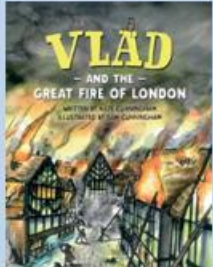
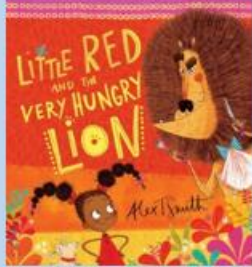
When we talk about writing we are talking about much more than just handwriting (although that is important). To write well children need to bring together a wide range of skills – grammar, punctuation, spelling, text structure and organisation, style, purpose, audience, language choice and much more besides (all of this across a wide range of genres – fiction and non-fiction). There is a lot to learn and a lot to remember!

# Maths...

Maths is taught using the White Rose Maths approach where the use of concrete, pictorial and abstract resources are used to teach and reinforce key mathematical concepts. The White Rose approach aims to show pupils that everyone can be a successful mathematician and inspire a love for the subject. It focus on developing fluency, reasoning and problem solving skills.

# Reading – Key Texts

## Core Texts

|               |                                                                                     |                                                                                     |
|---------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| <b>Autumn</b> |    |    |
| <b>Spring</b> |    |    |
| <b>Summer</b> |  |  |

## Reading Lessons



|              |
|--------------|
| Lime         |
| White        |
| Gold         |
| Purple       |
| Turquoise    |
| Orange       |
| Green        |
| Blue         |
| Yellow       |
| Red          |
| Pink (dark)  |
| Pink (light) |

## Library

Changed weekly  
Fridays

# Reading

Children have a daily reading lesson which is streamed across the cohort.

These sessions are based around the Jolly Phonics reading scheme.

We read as a whole group using strategies such as Choral Reading, Echo Talk, and an ABC approach to classroom discussion.

Children are exposed to a range of fiction and non-fiction texts. The focus text for that week will be sent home on a Friday to read at home the following week.

Children will also have an enrichment reader which is based around the coloured bands and tailored to their individual ability. Children can change their book whenever they finish it and we encourage children to change these independently.

Children will also go to the library on a Friday afternoon and can choose a book to have for the week. They can only get out a new book once they return the previous one.

We aim to read with your child 1:1 every half term.

# Questions

When reading at home with your child, it is important to ask them questions to ensure they are building their comprehension skills. These are some examples of questions you can ask.

## KS1 Reading Vipers

### Vocabulary

Draw upon knowledge of vocabulary in order to understand the text.

#### Example questions

- What does the word ..... mean in this sentence?
- Find and copy a word which means .....
- What does this word or phrase tell you about .....?
- Which word in this section do you think is the most important? Why?
- Which of the words best describes the character/setting/mood etc?
- Can you think of any other words the author could have used to describe this?
- Why do you think ..... is repeated in this section?



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## KS1 Reading Vipers

### Infer

Make inferences from the text.

#### Example questions

- Why was..... feeling.....?
- Why did ..... happen?
- Why did ..... say .....?
- Can you explain why.....?
- What do you think the author intended when they said.....?
- How does ..... make you feel?



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## KS1 Reading Vipers

### Predict

Predict what you think will happen based on the information that you have been given.

#### Example questions

- Look at the book cover/blurb – what do you think this book will be about?
- What do you think will happen next? What makes you think this?
- How does the choice of character or setting affect what will happen next?
- What is happening? What do you think happened before? What do you think will happen after?
- What do you think the last paragraph suggests will happen next?



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## KS1 Reading Vipers

### Explain

Explain your preferences, thoughts and opinions about the text.

#### Example questions

- Who is your favourite character? Why?
- Why do you think all the main characters are girls in this book?
- Would you like to live in this setting? Why/why not?
- Is there anything you would change about this story?
- Do you like this text? What do you like about it?



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## KS1 Reading Vipers

### Retrieve

Identify and explain the key features of fiction and non-fiction texts such as: characters, events, titles and information.

#### Example questions

- What kind of text is this?
- Who did.....?
- Where did.....?
- When did.....?
- What happened when.....?
- Why did ..... happen?
- How did .....?
- How many.....?
- What happened to.....?



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## KS1 Reading Vipers

### Sequence

Sequence the key events in the story.

#### Example questions

- Can you number these events 1-5 in the order that they happened?
- What happened after .....?
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/middle/end of the story?
- In what order do these chapter headings come in the story?



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# Phonics

Children have a daily phonics lesson which follows the Jolly Phonics scheme. In this session, children focus on one sound, as well as tricky words. Children have lots of practice segmenting and blending the sound in a word and writing it as part of a sentence.



# Writing

We teach writing through a key text which changes every half-term. These are usually linked to our topic. This term we are looking at '*Where's my Teddy?*'.

The non-negotiable writing expectations for Year 1 are:

- ◊ Use a capital I when on its own.
- ◊ Use a capital letter for people and places.
  - ◊ End sentences with a full stop.
- ◊ Use a capital letter to begin a sentence.
  - ◊ Use finger spaces.
  - ◊ Write on the line.

We teach these throughout the year in our English, Phonics, Reading and Creative Curriculum lessons.

Children have a weekly spelling lesson which follows the Spelling Shed scheme. This involves a test on the words from the week before and a lesson on a new spelling rule, which in Year 1 links to their Phonics. Spelling Shed lists are updated on a Friday after the spelling lesson. Please encourage your child to practise these throughout the week.

# Writing

## Summer Term

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>• Say out loud what they are going to write about</li> <li>• Orally compose and rehearse sentences before writing</li> <li>• Sequence sentences to form a short narrative or piece of information writing – 4 sentences, as a guide</li> <li>• Re-read writing and checks it makes sense</li> <li>• Read their writing aloud, clearly enough to be heard by their peers and the teacher</li> <li>• Discuss what they have written with the teacher or other pupils</li> </ul> | <p><b>Vocabulary, Grammar &amp; Punctuation</b></p> <ul style="list-style-type: none"> <li>• Demarcate sentences with a capital letter at the start and full stop, question mark or exclamation mark at the end</li> <li>• Use capital letters for people, places and days of the week</li> <li>• Leave spaces between words</li> <li>• Join clauses, using 'and'</li> <li>• Mainly use the correct tense in own writing</li> <li>• Use grammatical terminology taught so far in discussing their own writing</li> </ul> | <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• Use Phonic knowledge and skills taught in Yr 1 Summer term to</li> <li>• spell phonemically regular words correctly</li> <li>• spell words with simple suffixes and prefixes correctly – singular and plural s and es, verb endings -ed, -er, -est, and prefix un-</li> <li>• Use Year 1 common exception words*, mainly accurately in writing</li> <li>• Spell the days of the week mainly correctly</li> <li>• Name the alphabet letters in order</li> <li>• Write from memory simple dictated sentences using phonic knowledge and known common exception words</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>• Sit correctly at a table, holding a pencil comfortably and correctly</li> <li>• Form lower- and upper-case letters correctly, starting and finishing in the right place</li> <li>• Form all digits correctly, most of the time</li> </ul> |
| <p><b>*Common Exception words: NC Spelling – Yr 1 (non-statutory guidance):</b><br/> <u>the</u>, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our</p>                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

## Key focus:

- Correct letter formation
- Spelling year 1 words correctly
- Writing simple sentences
- Capital letters
- Full stops
- Beginning to use conjunctions (and, because)
- Beginning to use ! ?
- Writing in the correct tense

# Maths Long Term Plan

|             | Week 1                                                                                                | Week 2                                                                                       | Week 3                                                                | Week 4                                                                           | Week 5                                                              | Week 6                                                                                       | Week 7        | Week 8 | Week 9 | Week 10                                              | Week 11       | Week 12 |
|-------------|-------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|----------------------------------------------------------------------------------|---------------------------------------------------------------------|----------------------------------------------------------------------------------------------|---------------|--------|--------|------------------------------------------------------|---------------|---------|
| Autumn term | <div>Number</div> <div>Place value</div> <div>(within 10)</div> <div>FREE TRIAL</div> <div>VIEW</div> |                                                                                              |                                                                       |                                                                                  |                                                                     | <div>Number</div> <div>Addition and subtraction</div> <div>(within 10)</div> <div>VIEW</div> |               |        |        | <div>Geometry</div> <div>Shape</div> <div>VIEW</div> | Consolidation |         |
| Spring term | <div>Number</div> <div>Place value</div> <div>(within 20)</div> <div>VIEW</div>                       | <div>Number</div> <div>Addition and subtraction</div> <div>(within 20)</div> <div>VIEW</div> |                                                                       | <div>Number</div> <div>Place value</div> <div>(within 50)</div> <div>VIEW</div>  | <div>Measurement</div> <div>Length and height</div> <div>VIEW</div> | <div>Measurement</div> <div>Mass and volume</div> <div>VIEW</div>                            |               |        |        |                                                      |               |         |
| Summer term | <div>Number</div> <div>Multiplication and division</div> <div>VIEW</div>                              | <div>Number</div> <div>Fractions</div> <div>VIEW</div>                                       | <div>Geometry</div> <div>Position and direction</div> <div>VIEW</div> | <div>Number</div> <div>Place value</div> <div>(within 100)</div> <div>VIEW</div> | <div>Measurement</div> <div>Money</div> <div>VIEW</div>             | <div>Measurement</div> <div>Time</div> <div>VIEW</div>                                       | Consolidation |        |        |                                                      |               |         |

## **Number - Number and Place Value**

- ☐ I can count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.
- ☐ I can count, read and write numbers to 100 in numerals and count in multiples of twos, fives and tens.
- ☐ I can, given a number, identify one more and one less.
- ☐ I can 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, least.
- ☐ I can read and write numbers from 1 to 20 in numerals and words.

## **Number - Addition and Subtraction**

- ☐ I can read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs.
- ☐ I can represent and use number bonds and related subtraction facts within 20.
- ☐ I can add and subtract one-digit and two-digit numbers to 20, including zero.
- ☐ I can solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as  $7 = \square - 9$ .

## **Number - Multiplication and Division**

- ☐ I can solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

# **Maths**

## **Measurement**

I can compare, describe and solve practical problems for:

- ☐ lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
- ☐ mass/weight [for example, heavy/light, heavier than, lighter than]
- ☐ capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]
- ☐ time [for example, quicker, slower, earlier, later]

I can measure and begin to record the following:

- ☐ lengths and heights
- ☐ mass/weight
- ☐ capacity and volume
- ☐ time (hours, minutes, seconds)

- ☐ I can recognise and know the value of different denominations of coins and notes.
- ☐ I can sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening].
- ☐ I can recognise and use language relating to dates, including days of the week, weeks, months and years.
- ☐ I can tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

## **Number - Fractions**

- ☐ I can recognise, find and name a half as one of two equal parts of an object, shape or quantity.
- ☐ I can recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

## **Geometry – Properties of Shapes**

I can recognise and name common 2-D and 3-D shapes, including:

- ☐ 2-D shapes [for example, rectangles (including squares), circles and triangles]
- ☐ 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]

## **Geometry – Position and Direction**

- ☐ I can describe position, direction and movement, including whole, half, quarter and three-quarter turns.

# Maths

- ◆ Maths is taught through the White Rose Scheme, and involves children grasping concepts fully and deeply before moving on. In Year 1, there is a big focus on addition and subtraction, and understanding of number. White Rose follows the National Curriculum.
- ◆ Once we feel children are ready, they will have a mental maths session each week which builds on their knowledge of number facts.
- ◆ After half term, children will also have a weekly timed badge test, starting with their bonds to 5. We really value any support at home with these tests.
- ◆ Children also have a 'Mastering Number' session 3 times a week. This is a quick session that focuses on understanding of number and number facts.

# Maths – KIRFs

|          | 1                                          |
|----------|--------------------------------------------|
| Autumn 1 | Know number bonds for each number to 5.    |
| Autumn 2 | Know number bonds to 10.                   |
| Spring 1 | Recognise numbers to 50.                   |
| Spring 2 | Recall doubles and halves to 10.           |
| Summer 1 | Know number bonds for each number to 10.   |
| Summer 2 | Tell the time to the nearest half an hour. |

These are key skills we would like the children to know by the end of each half term. They need to be able to instantly recall these.

# Wider Curriculum Topics

## Childhood



## Bright Lights Big City



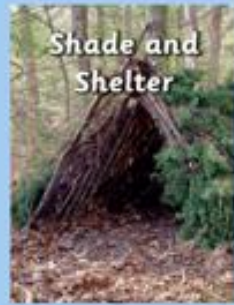
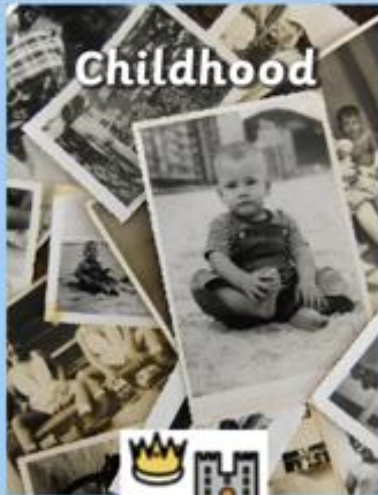
## School Days



These are our three main topics. We also have several companion topics each term that focus on Science, Art and Design and Design Technology.



# AUTUMN



## Autumn Topic and Companion Topics

# **Trips/ Events**

◇ 1950s Day

# **Assessment**

- ◇ Children are assessed at three points during the year at the end of each term.
- ◇ An assessment week takes place where children have an opportunity to experience testing.
- ◇ Formative and summative assessments are used to make an overall judgement of each child.
- ◇ Through daily marking, teaching staff can support children make progress.
- ◇ Spelling tests now take place half termly (with a focus on the rules taught that half term) rather than weekly.

# Homework Expectations

- ◇ Reading at least three times a week at home.
- ◇ Spelling activities - words linked to the spelling rule to go home weekly in a spelling book. Children can practice these in any way they choose.
- ◇ Maths activities are set through TTRS or Numbots with an expectation of at least 20 minutes per week spent on it. Optional weekly homework sheets will also be sent home for children to embed weeks learning. These will not be marked by teachers.
- ◇ Termly Topic homework with an opportunity to complete activities based on subjects from the wider curriculum.
- ◇ Opportunity to showcase their homework projects to the rest of the class

# Useful Web Sites and Apps

- ◇ <https://www.phonicsplay.co.uk/resources>
- ◇ <https://www.jollylearning.co.uk/resource-bank/>
- ◇ <https://www.topmarks.co.uk/maths-games/hit-the-button>
- ◇ <https://whiteroseeducation.com/parent-pupil-resources/maths/home-learning?year=year-1-new>
- ◇ <https://numbots.com/>
- ◇ Gov.UK – National Curriculum