

# Year One

# Forest Gate Academy

# Parent Forum

September 2023

# Who are we?

Miss Carr – Year 1 Class Teachers

Miss Bridden and Mrs Richardson –  
Year 1 Teaching Assistants

# Attendance

Our attendance goal this year is 97%

Doors open at 8.35 am. School starts at 8:45 and lessons begin immediately! Children have their 'Start Now' task ready on their tables as soon as they arrive. No time is lost! They complete this tasks whilst the registers take place. If children arrive after this time they will be recorded as late and will need to enter school via the main school entrance. They will have already missed at least **1** opportunity for learning!

As soon as registers close, we start our 1<sup>st</sup> response phone calls to locate any missing children.

# Uniform

We are really proud of our school uniform and our high standards. This is often commented on during trips out of school and when we have visitors to the site.

The school uniform is compulsory for all children from Nursery to Y6. To identify the school as a community the school sweatshirt, with unique logo, is available from the Petites Modes website ([www.petitesmodessale.com](http://www.petitesmodessale.com)) or their shop on Tatton Road in Sale. All other uniform items can also be purchased here.

All children must wear the correct uniform and P.E. kit. The uniform is listed below:

## Girls' Uniform

Grey pinafore dress/skirt, grey trousers, white polo shirt and school badged sweatshirt/cardigan. A red and white check summer dress is permitted in the summer months only.

Black school shoes (not trainer type shoes or boots) **must** be worn by all pupils.

**Make up or nail varnish** are not permitted in school.

**Jewellery** is not permitted in school; if you intend to have your child's ears pierced this **must** be done at the beginning of the summer break, this will allow time for the healing process so they can be removed once returning to school.

## Boys' Uniform

Grey trousers or shorts, white polo shirt and school badged sweatshirt. Black school shoes **must** be worn by all pupils.

## Hair





**Extreme hair fashions**, including dyed and 'striped' hair / patterned and extensions are not permitted. Hair should be no shorter than a No.3. Long hair should be tied back with a plain bobble.




**PLEASE clearly name all items of clothing brought into school as this helps greatly when trying to identify "LOST PROPERTY."**

Whole school: White T-Shirt, Burgundy PE shorts.

For outdoor games all children should have suitable footwear, i.e. pumps or trainers (NOT their ordinary school shoes.)

# Behaviour

Reward/Consequence	Stage	Examples of Behaviour
<p>3 dojos and a postcard home.</p> <p>My name will go in the Golden book – if I am in the Pot of Gold three times or more in a term, I will be invited to an exclusive special reward event.</p>	<p><b>Pot of Gold</b></p> 	<p>I am consistently showing positive behaviour for learning.</p> <p>I follow the class/school rules all the time, have exemplary manners and am a good role model for my peers.</p> <p>I display all of the school values.</p> <p>I always demonstrate exemplary effort in my learning.</p>
<p>2 dojos and a sticker.</p>	<p><b>Rainbow reward 2</b></p> 	<p>I am working well independently and with others.</p> <p>I am kind and considerate to others.</p> <p>I follow the class/school rules all the time, have good manners.</p> <p>I am working extremely hard.</p>
<p>1 dojo.</p>	<p><b>Rainbow reward 1</b></p> 	<p>I have a positive attitude and I am motivated and ready to learn. I am listening to the teacher and following instructions. I am working well with my peers.</p>
	<p><b>Sunshine</b></p> 	<p>All children start the day here.</p>

Reward/Consequence	Stage	Examples of Behaviour
<p>I will get a verbal warning and be reminded of the rules.</p>	<p><b>Chance</b></p> 	<p>I am stopping my peers from learning effectively.</p> <p>I am not listening.</p> <p>I am not working hard/ I am not playing nicely.</p>
<p>I will miss 5 minutes of my playtime.</p> <p>EYFS – I will spend 3-5 minutes on the thinking chair.</p>	<p><b>Choice</b></p> 	<p>I have not followed instructions.</p> <p>I am being disruptive in class.</p> <p>I have not told the truth.</p> <p>I have been rude to an adult.</p>
<p>My name will be recorded on CPOMS.</p> <p>I will miss 15 minutes of my playtime or lunchtime.</p> <p>If it is past lunchtime then I will be removed from my classroom and sent to a different class.</p> <p>EYFS – I will spend 10 minutes on the thinking chair.</p> <p>My teacher will inform my parents/carers.</p>	<p><b>Consequence</b></p> 	<p>I have refused to follow instructions from an adult.</p> <p>I have used bad/inappropriate language.</p> <p>I have made consistently poor choices.</p> <p>I have been continuously disruptive.</p> <p>I have hurt someone on purpose.</p>

# Curriculum



THE DEAN TRUST  
Forest Gate Academy



## Art

To paint lines of different thickness and shapes by choosing appropriate brushes.

To recognise primary and secondary colours.

To paint what I see.

To describe what I can see an Artist's work.

To paint in the style of Paul Klee.

To evaluate my work.

## PSHE

### Families and people who care for me

I can identify the differences and similarities between people.

I can identify the special people that make a family (family, friends and carers) and what makes them special

### Respectful Relationships

I know what is fair and unfair including the need to take turns and share.

I know what is kind and unkind and what is right and wrong, including the need to return the things I have borrowed.

I know how to respond, who to tell and what to say when people are being unkind to myself or others.

I know that people's bodies and feelings can be hurt (including what makes them feel comfortable/uncomfortable)  
I know who to go to and how to get help with bullying and teasing.

## History

### Historical Chronology

I can put up to three objects in chronological order (recent history). Using phrases such as 'before' and 'after'.

### Historical Concepts

I can explain why certain objects were different in the past, e.g., iron, music systems, televisions.

### Historical Interpretation

I can begin to identify the main differences between old and new objects.

### Historical Enquiry

I can find out about the past from different sources of information and ask and answer questions.

### Historical Communication

I can tell you about the past in 1 way (E.g. orally, using common words & phrases relating to the passing of time or drawing etc.).

## Geography

### Locational

I can explain why people wear different clothes for each season.

### Place

I can compare seasons in England to another UK country (Scotland).

### Human/Physical

I can name the four seasons and how the weather changes through each season.

### Skills/fieldwork

I can keep a weather chart and make predictions about the weather.

## Music

### Singing

I can sing simple songs with a small pitch range, mi-so.

### Listening

I can listen to a piece of music and walk, move or clap a steady beat in time with the tempo.

### Composing

I can improvise simple vocal chants.

### Performing

I can perform short copycat rhythm patterns accurately.

## Design Technology

### Design

I can design a product based on a brief.

### Make

I can create moving models that use levers and sliders.  
I can create simple levers and sliders and demonstrate how they work.

### Evaluate

I can evaluate how effective a slider or lever is and explain why it is good and how it can be better.

### Technical Knowledge

I can understand that levers and sliders are mechanisms that make things move.

# Year 1 Autumn

# Curriculum



THE DEAN TRUST  
Believe Achieve Succeed

## Computing

To identify technology.  
To identify a computer and its main parts  
To use a mouse in different ways  
To use a keyboard to type on a computer  
To use the keyboard to edit text  
To create rules for using technology

## RE

I can say how it felt to make something.  
I can remember the Christian Creation story and talk about it.  
I can express an opinion about the Christian belief about creation.  
I can begin to explain and reason how Christians believe in God creating the world may influence how they view/behaviour towards nature and the environment.  
I can re-enact/re-tell the Christmas story.  
I can talk about the meaning of Christmas to Christians and reflect on what Christmas means to me and my family.  
I can talk about what gifts were brought to Jesus and why were they special.  
I can suggest a gift that I think would be special to Jesus and explain why.

## MFL

**Speaking**  
I can join in with songs and rhymes  
I can respond with a single word.  
**Listening**  
I can listen and respond to spoken words, phrases and sentences/questions

## Science

### Scientific Knowledge

I can name the different animal groups and common animals in each group.

I can identify and name a variety of carnivores, herbivores and omnivores.

I can name different parts of the body and say which part is associated with each sense.

I can describe and compare the structure of a variety of common animals.

### Working Scientifically

I can identify and classify.

I can use observations to suggest answers to questions.

# Year 1 Autumn



# Curriculum



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Forest Gate Academy

## Year 1 Autumn



### English

#### Writing

Sit correctly at a table, holding a pencil comfortably and correctly.  
Begin to form lower-case letters in the correct direction, starting and finishing in the right place.  
Form capital letters.  
Compose a sentence orally before writing it.  
Leave spaces between words.  
Name the letters of the alphabet in order.  
Form digits 0-9.  
Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.

#### Punctuation

Use finger spaces between words  
Use capital letters & full stops to mark sentences  
Use capital letter for first person 'I'

#### Reading

Become familiar with key stories, fairy tales and traditional tales.  
Explain clearly the understanding of what is read to me.  
Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which I can read independently.  
Recognise and join in with predictable phrases retell a story and consider its particular characteristics.

#### Speaking and Listening

I can hold attention when playing and learning with others.  
I can keep to the main topic when we are talking in a group.  
I listen carefully to the things other people have to say in a group.  
I join in with role-play.

### Maths

I can read all numbers in numerals and words to 10.  
I can write all numbers in numerals and words to 10.  
I know the signs + - =.  
I can solve a missing number problem.  
I can recall all pairs of addition and subtraction number bonds to 10  
I can recognise and can name the 2D shapes: circle, triangle, square and rectangle.  
I can recognise and can name the 3D shapes: cuboid, pyramid, and sphere.  
I can recognise and name common 2-D shapes (e.g. rectangles- including squares-, circles and triangles).  
I can recognise and name common 3-D shapes (e.g. cuboids- including cubes-, pyramids and spheres).

#### Spelling

know the sounds /f/, /l/, /s/, /z/ and /k/  
spelt ff, ll, ss, zz and ck  
I can understand the division of words into syllables -tch  
I can add s and es to words (plural of nouns and the third person singular of verbs)  
I can add the endings -ing, -ed and -er to verbs where no change is needed to the root word



# Timetable

Teacher: Miss Carr

Year: 1

Term: Autumn 1

	START 8.45am	Period 1 45 minutes 8:45-9:45	Period 2 60 minutes 9:45-10:30	Break 10.30 - 10.45	Period 3 60 minutes 10.45-11.45	Period 4 30 minutes 11.45-12.00   12.00-12.05		Lunch 12.15 - 1.00	Period 5 60 minutes 1.00-2.00	Period 6 60 minutes 2.00 - 3.00	Assembly 2.55-3.10	End of Day 3.15
Monday		Phonics	English		Maths	Basic Skills	Novel time		History	PE		
Tuesday		Phonics	English		Maths	Basic Skills	Novel time		Science		KS1 Assembly	
Wednesday		Phonics	English		Maths	Music			PE	RE	Open the book	
Thursday		Phonics	English		Maths	MFL			Geography	Computing	Music (singing)	
Friday		Phonics	English		Maths	Basic Skills	Novel time		Art	PSHE	Celebration assembly	

# Phonics

## What is phonics?

Phonics is a way of teaching children how to read and write. It helps children hear, identify and use different sounds that distinguish one word from another in the English language.

Written language can be compared to a code, so knowing the sounds of individual letters and how those letters sound when they're combined will help children decode words as they read.

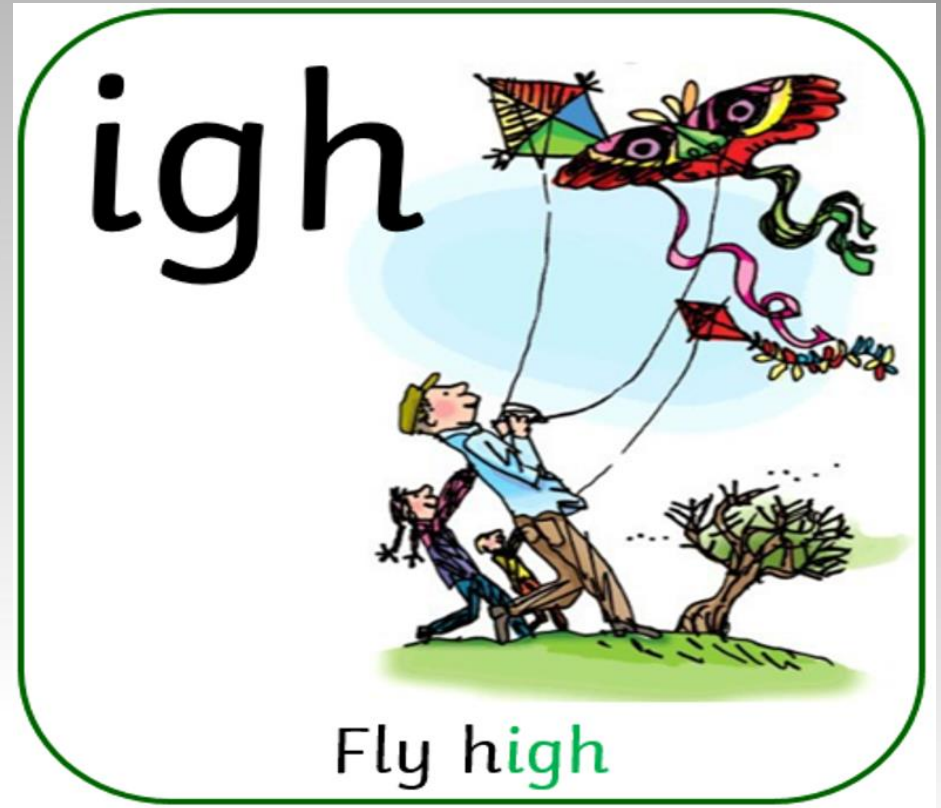
National Literacy Trust

# Read Write Inc

45 minute sessions daily.  
20 minutes “speed sounds”.  
25 minutes reading.


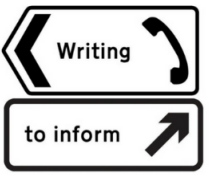


The minimum expectation is to  
read 3x a week at home.

What are speed sounds?



# Writing

At Forest Gate Academy we have a **‘Writing for Purpose’** approach. Rather than trying to teach children ten or more different genres or text types (which can actually be used for a variety of purposes), our approach focusses on what those different types have in common: the purpose for writing.

<p>The four purposes being taught across KS1 and KS2 are:</p>	<p><u>Writing to Entertain</u></p> 	<p><u>Writing to Inform</u></p> 	<p><u>Writing to Persuade</u></p> 	<p><u>Writing to Discuss</u></p> 
<p><b><u>Years 1 and 2</u></b> <b><u>(KS1)</u></b></p>	<p>Story Description Poetry</p>	<p>Recount Letter instruction</p>		
<p><b><u>Year 3 and 4</u></b> <b><u>(LKS2)</u></b></p>	<p>Narrative Description Poetry</p>	<p>Explanation Recount Biography Newspaper</p>	<p>Advert Letter Poster</p>	
<p><b><u>Year 5 and 6</u></b> <b><u>(UKS2)</u></b></p>	<p>Narrative Description Poetry</p>	<p>Reports Biography Newspaper Essay</p>	<p>Advertising Speech Campaign</p>	<p>Argument Newspaper review</p>

0 - to orally create sentences using and to join clauses



Close your eyes and listen to the soundtrack.

What is it like on your beach?  
What could you see?



0 - to create a setting description

What is an adjective?

An adjective is a *describing* word.

She saw a shell on the beach.

She saw a *beautiful, yellow* shell on the beach.

0 - to create a setting description

Shared Write...


My Sentence	
Starts with a capital letter.	<input checked="" type="checkbox"/>
Has spaces between words.	<input type="checkbox"/>
Makes sense.	<input type="checkbox"/>
Uses the word and to join two parts of the sentence together.	<input type="checkbox"/>
Ends with a full stop.	<input type="checkbox"/>



0 - to create a short section of descriptive narrative.



What can the girl see?



# Handwriting & SPaG

What is SPAG? (Spelling, Punctuation and Grammar)

Spellings will be taught during phonics lessons and during some basic skills sessions.

Punctuation revisited, what it is, when to use it. . ? ! “ ” , ‘

Grammar- Nouns, Pronouns, Adjectives, Adverbs, Verbs, Homophones, Sentences- Statements, Exclamations, Commands, Questions.

English lessons, Phonics, Basic Skills, Foundation writing, English working walls used to inspire, guide and remind children what has been covered in the week.

How we approach teaching handwriting

Pre Cursive to joined

Pencil grips, left handed tips, modelled, basic skills.

Handwriting lessons

# Home Reading

- *Reading daily has high impact on achievement.*
- *Reading impacts on all subjects not just English*
- *Children who read regularly have a more developed/wider vocabulary than others*
- *Direct correlation between regular reading and higher achievement*

## **Expectations of parents:**

- *Best practice – read every day (10-15mins is fine), sign reading diaries at least 3x a week*
- *Ks1 Pupils also take home a sharing book, which promotes reading for pleasure and positive 1:1 support from their adult.*
- *In KS1 RWI Books will be changed weekly as these correlate with their weekly learning.*



Regular reading with your child at home impacts a child's success at school greatly!



**Child A**

Reads 20 minutes per day.

3,600 minutes per year.

1,800,000 words per school year!



Scores in the 90<sup>th</sup> percentile.



**Child B**

Reads 5 minutes per day.

900 minutes per year.

282,000 words per school year.



Scores in the 50<sup>th</sup> percentile.



**Child C**

Reads 1 minutes per day.

180 minutes per year.

8,000 words per school year.



Scores in the 10<sup>th</sup> percentile.

The gap between these children will only widen over time unless Child B and C begin to read more regularly.

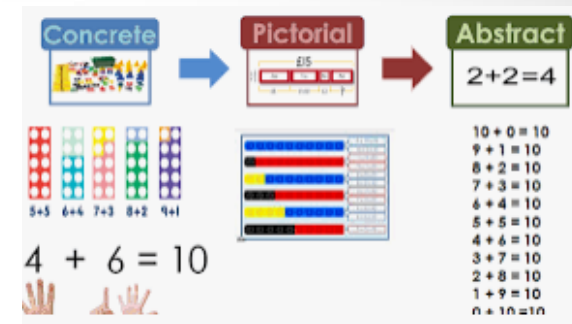
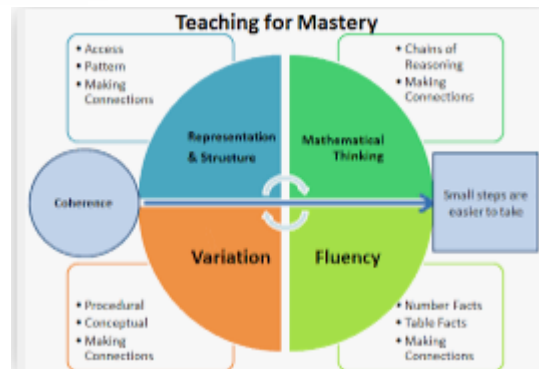
- Important to model to children about good reading aloud.
- 'Try that word again' - phonics strategies.
- Modelling self correction when you're reading the class reader and drawing attention to the fact you have done so.
- Modelling a word that doesn't make sense can change the meaning of a sentence completely - did that word make sense in that sentence? Why? Try reading the word again or thinking about what word it could be contextually.

# Maths

Mathematics teaches us how to make sense of the world around us through developing a child's ability to calculate, to reason and to solve problems. It enables children to understand and appreciate relationships and pattern in both number and space in their everyday lives.

Through our mathematics lessons at Forest Gate Academy it is our aim to develop:

- Enjoyment and enthusiasm for mathematics and an awareness of the fascination of mathematics.
- Confidence and fluency in mathematical knowledge, concepts and skills.
- An ability to use and apply mathematics across the curriculum and in real life.
- An ability to solve problems, reason mathematically and to explain relationships using mathematical language.



# Maths

The school uses a variety of teaching and learning styles in mathematics lessons. Our principal aim is to develop children's knowledge, skills and understanding in mathematics. We do this through a daily mathematics lesson where children are given opportunities for:

- Practical activities and mathematical games
- Problem solving
- Open and closed tasks
- Individual, group and whole class discussions and activities
- A range of methods of calculating
- Using a wide range of support resources to embed learning
- Using and applying their learning in everyday situations.

We make Maths fun and engaging through our 5 part lessons, encouraging opportunities to talk to each other about Maths and relate to real life.

# Enrichment

*We are committed to 'hands on' learning, offering experiences and enriching the curriculum*

- *Clubs*
- *Trips*
- *Visitors*
- *School partners – Team Theme, Man Utd etc.*
- *Other experiences*

# Homework ....How you can help your child

- *Children should have the right equipment to complete their homework e.g. a pencil, a good workspace – e.g. sat at a table in a quiet area and a good routine – e.g. complete when they get in rather than leave it.*
- *New homework will be sent home on a Monday and should be returned by Friday.*
- *Homework will consist of:*
  1. *Reading book*
  2. *Spellings*
  3. *Maths (related to what has been taught that week)*
  4. *Phonics/ writing activity*

# Coming Events

<b>Wednesday 27<sup>th</sup> September</b>	<b>Y1 Phonics Stay &amp; Play 2-3pm</b>
<b>Friday 29<sup>th</sup> September</b>	<b>MacMillan Coffee Afternoon 2.30pm</b>
<b>Friday 13<sup>th</sup> October</b>	<b>EYFS &amp; KS1 Harvest assembly 9am</b>
<b>Monday 16<sup>th</sup> October</b>	<b>Whole School Parents Evening 3.20-6pm.</b>
<b>Friday 20<sup>th</sup> October</b>	<b>Open morning for parents - 9am-10am</b>

# Concerns....We're here to help!

Come and speak to the teacher. We will always help where we can and look into your concerns.

Before / after school is usually the best time although sometimes we may have to arrange an appointment time due to staff meetings, clubs and training sessions.

Useful contacts:

Miss Layton (Special Needs)

Mrs Marsh (Safeguarding)

If you're not sure who is best to deal with your concern then please see the main office staff and they will point you in the right direction. Most issues will be dealt with by the class teacher.



THANK YOU!

*Any questions?*