



Indian Queens Primary School

*Behold the day. It's yours to make.*

# Year 1 Expectations

## A School Presentation to Parents

**The Year 1 team consists of:**

Miss Norris, Miss Sabine

Mrs Rowse, Miss Bea

Reading and phonics support: Mrs Chapman

# Vision and Values

Behold the day. It's yours to make!

We want to be a school where:

- Children will connect with a world of opportunity.
- Everyone will discover that learning is limitless.
- Learning through exploration will enable children to find their own pathway.
- There will be no barriers to excellence in achievement.

What we do:

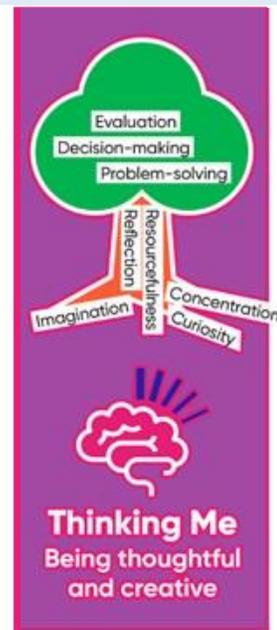
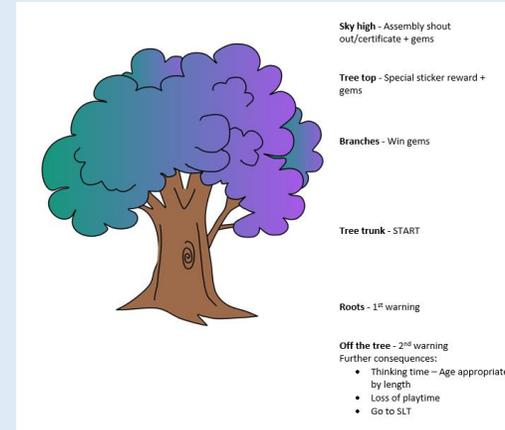
- We value everyone.
- We communicate with respect.
- We explore every opportunity to grow.
- We provide an inspiring curriculum.
- We are passionate about learning.

Our core values are:

Courage      Kindness      Trust

# Behaviour and Achievements

- Each class has a 'Core Values Tree' where pupils move up towards 'Sky-high' for positive contributions such as showing concentration, courage, co-operation, or showing an excellent self- belief to work.
- Pupils can move down if they show negative behaviour. If they reach the roots and come off the tree, they will have a chat with a member of SLT who will outline school expectations.
- At the end of the week, those who reach 'Sky-high' receive a certificate at the weekly 'Achievement Assembly'.



# Attendance

## What is Your Attendance?

190 Days 	9 Days Absence 181 days at school	12 Days Absence 178 days at school	30 Days Absence 162 days at school	More than Half a Term Missed 161 days at school or Less
100%	95-98%	93-95%	85-93%	Below 85%
Excellent! Very best chance of success	Good Attendance - a chance of real opportunity	Watch Out! It will be difficult to achieve success!	DANGER! Missing too much school! You will have difficulty keeping up with your work	TAKE ACTION NOW! It will be almost impossible to catch up with work missed!!

# Uniform

Children are expected to wear:

- Black or grey: shorts, trousers or skirt
- White polo top or shirt
- Blue cardigan or school jumper.
- Black or white socks
- Black smart shoes no trainers.
- Stud earrings, no other jewellery.
- Hair below the shoulders, tied up.

PE kit:

- Black shorts
- White t-shirt
- Plimsoles or trainers (Velcro, unless children can independently tie laces).
- A jumper can be brought for particularly cold days.
  
- Please promote independence when getting dressed, including zips and buttons.

# Information

## **Updates to your child's information (including contact details, medical information, allergies and image consent)**

It is vitally important that we can contact you about your child and any concerns that we may have. Therefore, please ensure that the details that the school holds for your child is always up to date (especially mobile numbers).

## **Home School Review meetings**

Home school review meetings will be held in the week beginning Monday 16<sup>th</sup> October. However, if you have any concerns before then, please come in and see us.

Please feel free to chat with us at the end of the school day, if you have any more questions. If you ever have something that needs to be brought to our attention before the end of the day, please write a note so that your child can hand it to their class teacher in the morning. Whilst the start of the new school year is always busy, we hope you and your child are looking forward to what we're sure will be a very exciting year ahead.

# Medicines

- We can only administer prescribed medicines, with your child's name and dosage on the label.
- You need to complete a form with relevant details from the office.
- Forms need to be filled out for asthma inhalers and given to the office.



# Curriculum

- We've a range of exciting topics this year:
- Autumn 1 – Where Will We Go?
- Autumn 2 – How Do We Celebrate?
- Spring 1 –Where Does Our Food Come From?
- Spring 2 – Who Are Our Real-Life Heroes?
- Summer 1 – What Makes Things Grow?
- Summer 2 – What Keeps My Heart Healthy?

# Visits

- We've a range of motivational visits and visits this year:
- Autumn
  - Airport visit TBC
  - Village walk to Indian Queens Church
- Spring
  - Local visit to a Farm.
  - Indian Queens Pit
  - Meet real life heroes
- Summer
  - Beach visit

# The School Day

**8:35 - 8:45** Arrival/ Greet/ Morning Challenge.

**8:50 - 9:00** Register/ Timetable/ Wake and Shake

**9:00 - 9:30** Phonics

**9:30 - 10:15** Reading Groups and Independent Learning.

**10:15 – 10:30** – Snack/ Play

**10:30 – 11:00** Maths/ English

**11:00 – 11:20** Break/ PSHE

**11:20 – 11:50** Maths/ English

**11:50 – 11:55** Toilet and wash hands

**11:55 – 12:55** Lunch (go out once finished eating)

**12:55 – 1:10** Registration/ Story

**1:10 – 1:30** Topic/ Science/ Art/ RE/ DT

**1:30 – 2:40** Topic focused learning/ Independent challenges/PE

**2:45 – 3:15** Assembly/ News events/ Singing/ Handwriting

**3.15** School finishes

# Reading

Although your child will be taught to read at school, you can have a huge impact on their reading journey by continuing their practice at home.

**There are two types of reading book** that your child may bring home:

A reading practice book. This will be at the correct phonic stage for your child. They should be able to read this **fluently and independently.**

**A sharing book.** Your child will not be able to read this on their own. This book is for you both to read and enjoy together.

## **Reading practice book**

This book has been carefully matched to your child's current reading level. If your child is reading it with little help, **please don't worry that it's too easy – your child needs to develop fluency and confidence in reading.**

Listen to them read the book. Remember to give them lots of praise – celebrate their success! If they can't read a word, read it to them. After they have finished, talk about the book together.

## **Sharing book**

In order to encourage your child to become a lifelong reader, it is important that they learn to read for pleasure. The sharing book is a book they have chosen for you to enjoy together.

Please remember that you shouldn't expect your child to read this alone. Read it to or with them. Discuss the pictures, enjoy the story, predict what might happen next, use different voices for the characters, explore the facts in a non-fiction book. The main thing is that you have fun!

## **Reading practice book**

Books will be numbered and allocated to your child.

You are responsible for this book and we ask you to return the book in good condition on the following Monday morning as the book may need to be used for another group.



## For parents

The resources on this page will help you support your child with saying their sounds and writing their letters. There are also some useful videos so you can see how they are taught at school and feel confident about supporting their reading at home. Find our full Reception and Year 1 teaching programme overview [here](#) to see what your child will learn and when.

**Parents!** If you have bought the Little Wandle at Home Phonics Flashcards don't forget to check out four fun games to play with your children on the [Collins website](#).

**Note:** Member schools wanting to share content with parents should share the link to this page. While some of the same content appears in the Engaging parents section in the logged in area of the website, the content on the Engaging parents page can only be viewed by members.

[Support for phonics](#) [How we teach](#) [Books coming home](#)

### Videos



Phase 2 sounds taught in Reception Autumn 1



Phase 2 sounds taught in Reception Autumn 2



Phase 3 sounds taught in Reception Spring 1



How to say Phase 5 sounds



#### Reception Autumn 1 sounds

Download a guide to how children are taught to say their sounds in Reception Autumn 1

[Download](#)



#### Reception Autumn 2 sounds

June 2024

# Key stage 1

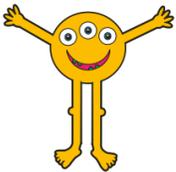
## Phonics screening check

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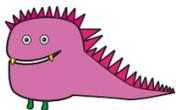
swept

drave



dreams

teap



scrap

# Sharing assessments with home.

## Little Wandle Letters and Sounds Revised Year 1 Teacher's mark and record sheet

Child's name: .....

Date: ..... Class: .....

### Autumn 1

#### GPCs

Mark '✓' or 'I'.

Mark a tick by GPCs read automatically.

Mark a line 'I' by any GPC that the child could not read.

ai		igh		oa		ur		oo	
er		oo		or		ear		ow	
ee		ck		ar		air		oi	
ay		ou		ea		oy			

\*Phase 5 GPCs in red are in the Phonics screening check.

#### Words

Mark '✓' 'A' or 'I'.

Write 'A' for words read automatically.

If incorrect, write how the child read the word above the word.

proud		joy		thinks		smears		lightning	
treat		play		floating		misses		squelch	
liquid		cartoon		windmill		frost		dresses	

#### Tricky words

Mark '✓' or 'I'.

was		are		like		there		one	
you		sure		some		little		what	
they		said		love		when		says	
all		have		were		come		here	

Assessments happen in every 6<sup>th</sup> week.

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you		sure		some		little		what	
they		said		love		when		says	
all		have		were		come		here	

This will identify any gaps in phonic knowledge and allow you to support your child at home.

Highlighted sounds will require further support at home and in school intervention groups.

## Year 1 WRITING

Aspect	Autumn	Spring	Summer
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>I sit correctly at a table, holding a pencil comfortably and correctly.</li> <li>I form the digits 0-9.</li> </ul>	<ul style="list-style-type: none"> <li>I form lower case letters in the correct direction, starting and finishing in the right place. <i>(cursive- kicks and flicks)</i></li> </ul>	<ul style="list-style-type: none"> <li>I name the letters of the alphabet in order.</li> <li>I form capital letters.</li> </ul>
<b>Spelling</b>	<ul style="list-style-type: none"> <li>I spell unknown words using my phonemes (sounds). <i>(phonetically plausible attempts: yoo, rayn- rain, sed- said friend for friend)</i></li> </ul>	<ul style="list-style-type: none"> <li>I use the suffixes -ing, -ed, -er and -est where no change is needed in the spelling of root words.</li> <li>I write from memory simple dictated sentences including the words taught so far.</li> </ul>	<ul style="list-style-type: none"> <li>I use letter names to show alternative spellings of the same phonemes.</li> <li>I spell word that use suffixes for plurals or third person. <i>(E.g.: adding s/es- box, fox, fix, pencil, pen)</i></li> </ul>
<b>Composition</b>	<ul style="list-style-type: none"> <li>I say a sentence out loud before I write it down. <i>(Hold a sentence)</i></li> </ul>	<ul style="list-style-type: none"> <li>I can plan my writing by saying what I am going to write about. <i>(build a sentence)</i></li> <li>I can read my own writing aloud so it can be heard by others and to check for sense. <i>'Oops, I forgot to put a capital letter after that full stop.'; 'I used my sounds to help me spell that long word.'</i></li> </ul>	<ul style="list-style-type: none"> <li>I sequence sentences to form short narratives. <i>(Beginning/middle/ end-sentences link and build on from each other- The cat walked down the road. It was bright orange and fluffy. It wanted to get home)</i></li> <li>I use sequence sentences in chronological order to recount an event /experience. <i>(Basic adverbials for when-First, Then, Next, After that)</i></li> </ul>
<b>Grammar</b>	<ul style="list-style-type: none"> <li>I use the personal pronoun 'I'</li> </ul>	<ul style="list-style-type: none"> <li>I use 'and' to join ideas within a sentence. <i>'I went to the park and played on the swing.'</i></li> </ul>	<ul style="list-style-type: none"> <li>I may attempt to use other conjunctions.</li> <li>I make sure that word choices are relevant to the context and I use word banks to support this.</li> <li>I begin to use adjectives to add detail to my sentences.</li> </ul>
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>I leave spaces between words.</li> <li>I use a capital letter for the start of a sentence.</li> </ul>	<ul style="list-style-type: none"> <li>I begin to use other punctuation such as exclamation and question marks.</li> <li>I use a full stop accurately.</li> </ul>	<ul style="list-style-type: none"> <li>I use capital letters for the names of people, places and days of the week. <i>(Aa)</i></li> </ul>

## Year 1 MATHEMATICS

Aspect	Autumn	Spring	Summer
<b>Number and Place Value</b>	<ul style="list-style-type: none"> <li>I count to and across 100, forward and backward, beginning with 0 or 1, or from any given number.</li> <li>I count in multiples of 2s, 5s and 10s.</li> <li>I count in multiples of 2s, 5s and 10s</li> <li>I read and write numbers to 100 in numerals</li> </ul>	<ul style="list-style-type: none"> <li>Given a number, I can identify 1 more or 1 less</li> </ul>	<ul style="list-style-type: none"> <li>I read and write numbers from 1 – 20 in numerals and words</li> </ul>
<b>Addition and Subtraction</b>	<ul style="list-style-type: none"> <li>I read, write and interpret mathematical statements involving + - = signs.</li> <li>I represent and use number bonds and related subtractions facts within 20.</li> </ul>	<ul style="list-style-type: none"> <li>I add and subtract 1-digit and 2-digit numbers to 20, including zero.</li> <li>I solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.</li> </ul>	<ul style="list-style-type: none"> <li>I add and subtract 1-digit and 2-digit numbers to 20, including zero.</li> </ul>
<b>Multiplication and Division</b>		<ul style="list-style-type: none"> <li>I solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of my teacher.</li> </ul>	
<b>Fractions</b>	<ul style="list-style-type: none"> <li>I recognise, find and name a half as one of two equal parts of an object, shape or quantity.</li> </ul>	<ul style="list-style-type: none"> <li>I recognise, find and name a quarter as one of four equal parts of an object, shape or</li> </ul>	
	<ul style="list-style-type: none"> <li>I recognise, find and name a half as one of two equal parts of an object, shape or quantity.</li> </ul>	<ul style="list-style-type: none"> <li>quantity.</li> </ul>	

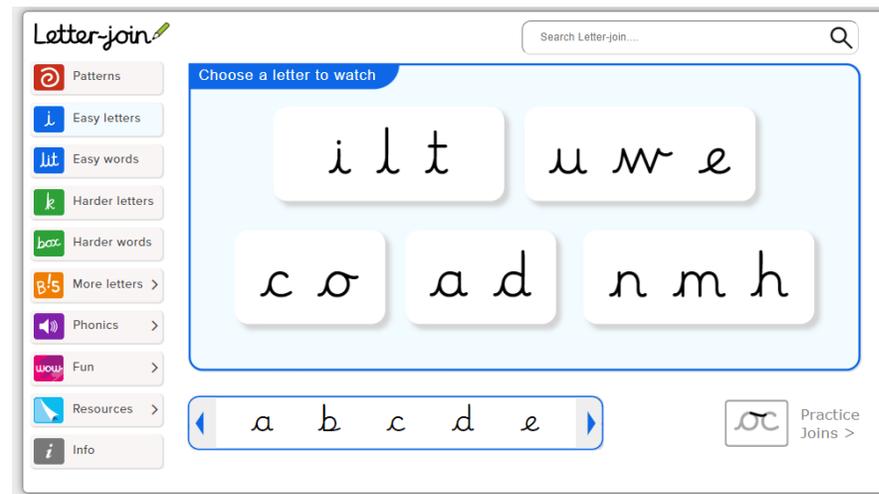
## Year 1 MATHEMATICS

Aspect	Autumn	Spring	Summer
<b>Measures</b>	<ul style="list-style-type: none"> <li>• I compare, describe and solve practical problems for: Lengths and heights and mass/weight</li> <li>• I compare, describe and solve practical problems for capacity and volume</li> <li>• I recognise and know the value of different denominations or coins and notes.</li> <li>• I sequence events in chronological order using language (e.g. before, after, next, first, today, yesterday, tomorrow, morning, afternoon, evening).</li> <li>• I recognise and use language relating to dates, including days of the week, weeks, months, years.</li> </ul>	<ul style="list-style-type: none"> <li>• I measure and begin to record the following: mass/weight</li> <li>• I measure and begin to record the following: Length and heights;</li> <li>• I compare, describe and solve practical problems for: Time</li> </ul>	<ul style="list-style-type: none"> <li>• I can measure and begin to record the following: Capacity and volume</li> <li>• 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.</li> </ul>
<b>Geometry</b>	<ul style="list-style-type: none"> <li>• I recognise and name common 2D shapes, including: 2D, e.g. circles, triangles</li> </ul>	<ul style="list-style-type: none"> <li>• I identify and describe common 2D shapes, including: rectangles (including squares) circles, triangles</li> <li>• I describe position, direction and movement, including half, quarter and three-quarter turns</li> </ul>	<ul style="list-style-type: none"> <li>• I describe position, direction and movement, including half, quarter and three-quarter turns and link to shapes</li> <li>• I recognise and name common 3D shapes, including: cuboids (including cubes), pyramids, spheres.</li> </ul>

# Handwriting

- We use the 'Letter Join' website.
- We expect all children to use the correct letter formation in print.
- The children will be learning leads and hooks later in the year.

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
s s		Show your teeth and send out the s his out <b>SSSSSS</b>	Down the snake from head to tail.
a a		Open your mouth wide and make the a sound at the back of your mouth <b>aaa</b>	Around the astronaut's helmet and down into space.
t t		Open your lips, put the tip of your tongue behind your teeth and press <b>t t t</b>	Down the tiger and across its neck.
p p		Bring your lips together, push them open and say <b>p p p</b>	Down the penguin's back, up and around its head.
i i		Put your lips back and make the i sound at the back of your mouth <b>iii</b>	Down the iguana and dot the leaf.
n n		Open your lips a bit, put your tongue behind your teeth and make the <b>nnnnn</b> sound <b>nnnnn</b>	Down, up and over the nail.



# Homework

- Red books are handed out every Friday with spellings and topic challenges. Please can these be returned by Wednesday at the latest.
- Pupils will have weekly spellings to learn (from little wandle) and are expected to read daily and record what they have read in their Reading Record.
- Reading for pleasure books can be changed freely – Children are reminded but this is their responsibility.

# Lunch and snack

Please order lunches via Parent Pay. If you do not order a school dinner, your child will receive a pasta option.



Children will receive a piece of fruit or vegetable for morning snack. If your child wants a specific fruit or vegetable, they can bring it to school.

Please encourage independence when using cutlery at meal-times.

# PARENTS AND CARERS

The Daily Mile is a fully-inclusive, free and simple initiative which improves the physical and mental health of children. It's a social activity where the children run or jog, at their own pace, for 15 minutes every day and it improves focus in the classroom.

[Read on below](#) 



**We are a nut free school**

