



Welcome to Year 1

Year 1

Class teachers

1L

Miss Luton

1HS

Miss Spencer (Monday-Wednesday)

Mrs Henderson (Wednesday-Friday)

Specialist Teachers

PE

Mrs Prior/Primary Sports Coaching

Art

Mrs Cahill

Music

Miss Marsden

Routines

- ▶ Lunch time is from 12.00 to 12.50.
- ▶ Please ensure you inform the class teacher/ office if your child is being collected by someone else. We are unable to release your child to another adult without this communication.
- ▶ The children need a water bottle, lunch (unless having school dinner), reading book and spelling book every day.
- ▶ Prescribed medicines to be taken to the office.
- ▶ For HT1, PE will be on

Swimming	PE
1L Tuesday 1HS Friday	1L Monday 1HS Monday

Children need to come in wearing their PE kits on these days.



**Excellence:
everyone, everywhere, every day**

Our school values: RESPECT

Our core values of RESPECT underpin everything we do.



What does this look like in Year 1?

Celebrating our values

- Each Monday, we celebrate children who have shown the RESPECT values from each class.
- Each week we have a different RESPECT focus
- If your child has won an award, you will be invited in (in person or via teams) to celebrate with them during this assembly

RESILIENCE
R

EMPATHY
E

SELF-AWARENESS
S

POSITIVITY
P

EXCELLENCE
E

COMMUNICATION
C

TEAMWORK
T

Ashdene

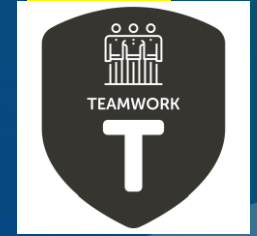
This certificate is awarded to

In recognition of

Signed

Date

Attendance



Children to enter through Key Stage 1 door between 8:45 and 8:55am.

If children are late, they should enter through the school office, with an adult to sign them in.

Children will be dismissed at 3:20pm from 1L classroom door, 1HS from the side door onto the car park.

- Regular and punctual attendance in school is essential
- When a child misses school, this disrupts their learning
- Last year, at the end of Year 2, of those with attendance of 95% and higher, 84% achieved the expected standard in reading and writing.
- Of those with less than 95% attendance, only 69% achieved the expected standard in reading and writing. That is a difference of 15%.

Uniform



- The school uniform policy can be found on the school website.
- High expectations of presentation for all pupils
- Children should come to school in their PE kit on allocated PE days (and swimming HT1)
- Please see the uniform policy for details on what is the Ashdene PE kit: wearing own sports clothes is not acceptable.

- If your child cannot meet uniform expectations (i.e. they have grown out of their school shoes) please inform your class teacher by email, including when this will be resolved
- If children are wearing incorrect uniform or P.E kit, parents will be contacted. Children can be sent home.
- If families are struggling with the purchase of uniform, please contact school.

Expectations, rewards and behaviour

- ▶ Expectations of pupils are the same in all classes – this is known to the children and there are reminders around classrooms
- ▶ Celebration assembly for exceptional work and/or attitudes



Expectations, rewards and behaviour

Walking in the corridors



Silence unless talking to an adult.



Walk on the left.



Walk in single file.



Ready for learning



Arrive on time.



Wear the correct uniform.



Have the correct equipment.



Silence in the corridors.



Put your things away quickly.



Greet your teacher at the door.



Greet your classmates.






























Start your task.



Expectations, rewards and behaviour

- ▶ Merits awarded for demonstrations of the RESPECT values
- ▶ Merit shop at the end of each half term
- ▶ Consequences – known by the children
- ▶ Focus on reflection, restoration and resolution

 3267 Whole Class	 151 Alia	 46 Amber	 167 Amy	 145 Austin	 168 Ava G	 134 Ava H	 40 Beau	 152 Connie
 101 Elliott	 48 Emily	 139 Felix	 117 George	 95 Georgia	 80 Herbie	 150 Isabella	 126 Isla	 124 James
 143 Jasmine	 47 Jeremy	 125 Katie	 34 Leo A	 130 Leo G	 32 Lilia	 146 Max	 169 Maxim	 41 Oliver

Excellence at Ashdene



If you show the RESPECT characteristics, you will earn merits that you can spend at the merit shop each term.

W

If you are not ready, respectful or responsible, an adult will give you a warning.

C1

If you continue to not be ready, respectful and responsible, you will have a C1 consequence.
C1 = Missing 10 minutes of playtime.

C2

If you do not correct your behaviour or refuse to follow instructions, you will have a C2.
C2 = Missing 10 minutes of playtime and spending 10 minutes in another classroom.

C3

If you playfight, cause damage to property, cause unintentional harm due to poor choices, show disrespect to others or use threatening words or behaviour, you will have a C3.
C3 = Missing 30 minutes of lunchtime. Your parents will be contacted.


C4

If you cause intentional harm, deliberately damage property, swear, use racist or homophobic language, bully another person or force someone to do something they don't want to do, you will have a C4.
C4 = Missing lunchtime and working outside the headteacher office for the afternoon. Your parents will be contacted.







ZONES of regulation

- ▶ Zones of Regulation is an internationally renowned curriculum aimed to develop the children's self-regulation and emotional control
- ▶ From time to time, all of us (including adults!) find it hard to manage strong feelings such as worry, anger, restlessness and this stops us from getting on with our day effectively.
- ▶ Using the 4 zones, we will teach and support the children to develop self-regulation strategies to help them cope with these feelings so they can get back to feeling calm and ready to learn



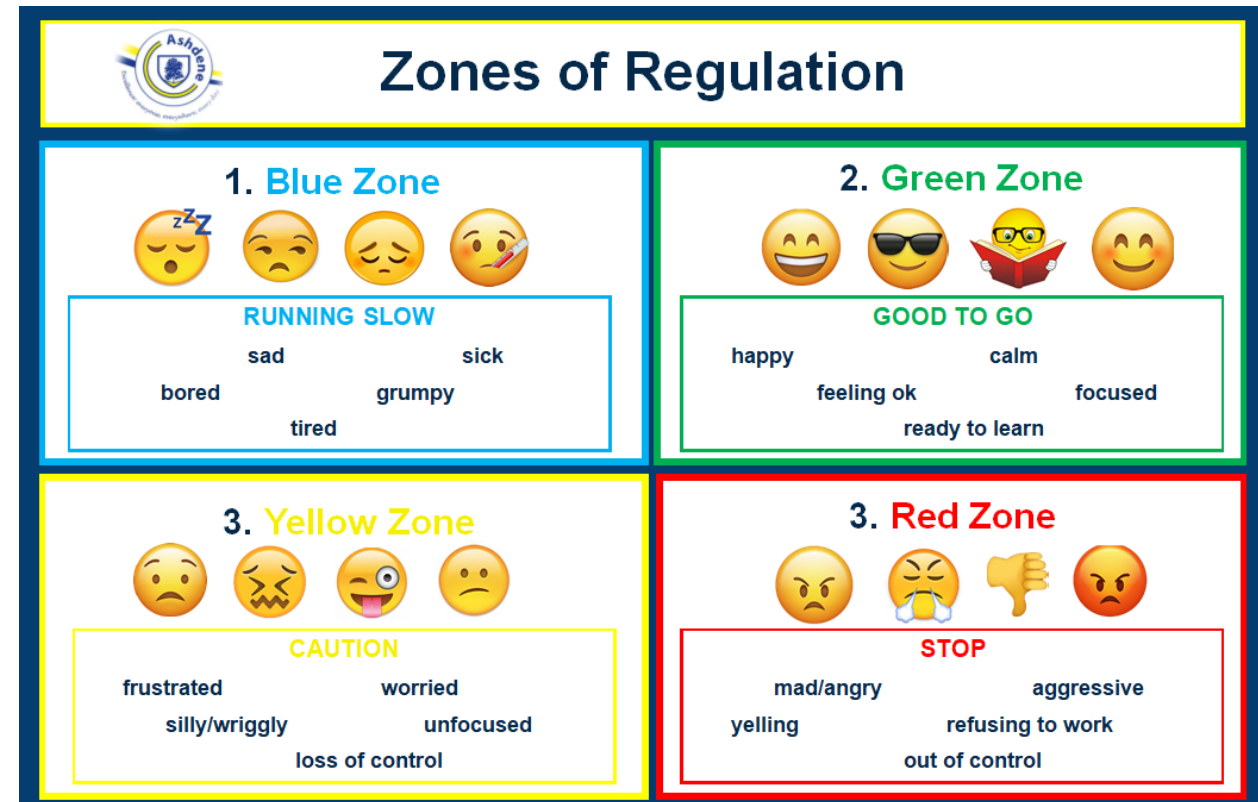
Zones of Regulation

<h3>1. Blue Zone</h3>  <p>RUNNING SLOW</p> <p>bored sad grumpy sick tired</p>	<h3>2. Green Zone</h3>  <p>GOOD TO GO</p> <p>happy feeling ok calm ready to learn focused</p>
<h3>3. Yellow Zone</h3>  <p>CAUTION</p> <p>frustrated worried silly/wriggly unfocused loss of control</p>	<h3>3. Red Zone</h3>  <p>STOP</p> <p>mad/angry yelling refusing to work aggressive out of control</p>

ZONES of regulation

Zones of regulation aims to:

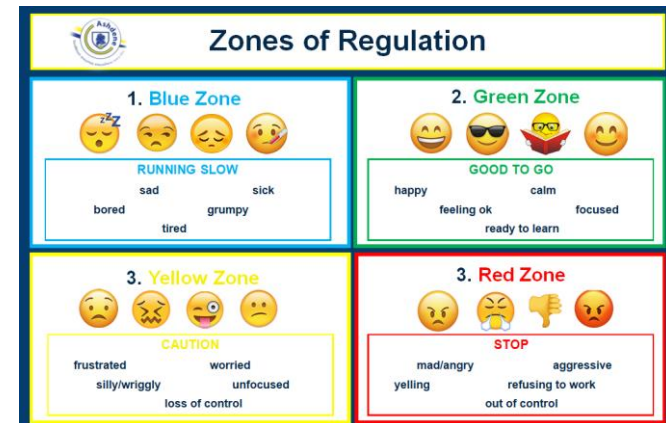
- ▶ Increase their emotional vocabulary so they can explain how they are feeling
- ▶ Recognise when other people are in different zones, thus further developing empathy
- ▶ Understand their emotions, sensory experiences such as lack of sleep or hunger and their environment might influence which zone they are in
- ▶ Further develop problem-solving skills and resilience
- ▶ Identify a range of strategies that will support them



ZONES of regulation

Children will learn and use zones...

- ▶ Some discrete teaching lessons and through our PSHE curriculum
- ▶ Using the Zones language with all school staff and pupils
- ▶ In the classroom by referring to the posters
- ▶ Using their personalised scaling thermometer to identify what zone they are in and whether they need to talk about it with someone or implement strategies to help them (it is not a requirement for all children to use these, rather a suggestion if we notice they may be finding it difficult to self-regulate)
- ▶ Some children might prefer not to use the 'Zones language' and may label the emotions directly. This is fine and encouraged!



Behaviours		Strategies	
What could it look/sound like in this zone?		What might help when I am in this zone?	
I feel out of control I hurt others I damage property	I stomp my feet I cry I scream or shout	Red	Close my eyes and count Take deep breaths Ask to take a short walk
I am starting to loose control I squirm or fidget on my seat I roll my eyes or frown	I cross my arms I am distracted I am worrying about things		Stop and take a step back Ask for help Ask for a quick break
I am ready to learn I see and hear clearly I am calm	I am focused I smile and respond politely I am content	Green	Enjoy my time in school Read and work hard Help a friend
I slouch and sigh I yawn and rub my eyes I move slowly	My face is sad I cry I am not very well	Blue	Get a drink of water Write, talk or draw how I feel Focus on the positives

Voice 21 project - oracy



- ▶ In school, oracy is a powerful tool for learning; by teaching students to become more effective speakers and listeners we empower them to better understand themselves, each other and the world around them. It is also a route to social mobility, empowering all students, not just some, to find their voice to succeed in school and life.
- ▶ Improving the quality of conversations in the classroom and the wider school



Lunches

- ▶ We are keeping the changes we made to lunches last year
- ▶ More children are eating more of their food –positive impact on their health and preparation or learning
- ▶ Improvements in children’s well-being around the social aspects of lunchtimes
- ▶ Continually taking pupil voice and making revisions to further enhance lunchtime experiences
- ▶ Aim: for children to sit, eat well, enjoy their food and converse successfully
- ▶ Parents are invited to join their children for lunch. Year 2 parent lunch will be on Friday 17th November. If you wish to join, please contact the office to book your place.

Would you rather visit the highest mountain or the deepest part of the sea? Why?



What five things would you take on a trip to the moon and why?

What is your greatest strength any why?

Curriculum



Shared with parents each half term to give you an overview of your child's learning

Knowledge Jigsaw Year 1 PSHE HT1		
<p>What we already know</p> <p>We know how to make others feel welcome.</p> <p>We can think about everyone's right to learn.</p> <p>We know how to show care towards other people's feelings.</p> <p>We know how to work together.</p>	<p>Know how we are special and what makes us special. Know what to do if we feel unsafe. We are aware of where we are safe.</p> 	<p>Know our rights and responsibilities as a member of the class.</p> <p>Know what we need to do to ensure that everyone in our class is able to learn.</p> <p>Know what it feels like to belong to a class.</p> 
<p>Know that our views are valued.</p> <p>Know what it feels like to be proud of something.</p> <p>Recognise how we feel when we are proud and explain our emotions.</p> 	<p>Understand the importance of rules for our classroom.</p> <p>Understand the importance of sanctions and the consequences of making the wrong choice.</p> <p>RULE</p> 	<p>Understand the ways that we are different and are able to celebrate these differences.</p> 

Personal Development



Within the curriculum

Specific to Year 1

Year 2 Curriculum HT1

Personal Development
Wider Curriculum Clubs Available
Sports club, archery, chess, pop, games club, Commando Jr, Judo, Ludo, Day Creators, etc.

Commando Joe
Mission focus: Positivity, communication and teamwork.

PSHE
Being me in my world

E-safety
Rules to keep safe online

Trips and Visits
Great Fire of London workshop as a part of our History topic. Little Champions

No Outsiders
Blown Away: To be able to work with everyone in my class.

English
Inspirational Text
Genres: Narrative Letter
Recount
Non-chronological report
Class Story
The poem Year 2 are studying and learning to recite this half term is 'Now we are six.'

Maths
Week 5-6
To know and use Number:
- Count, read and write numbers to 100 in numerals, count in multiples of two, five and ten.
- Identify, represent and estimate numbers using different representations, including the number line.
- Compare and order numbers from 0 up to 100, use '>', '<', '=' signs.
- Count in steps 2, 3 and 5 from 0, and in tens from any number, forward and backward.
Week 6-7
Addition and Subtraction:
- Using concrete objects and pictorial representations, including those involving numbers, quantities and measures.
- Recall and use addition and subtraction facts to 20 fluently and derive related facts up to 100.

Science
The Year 2 science topic this half term is 'Animals Including Humans'. Children will learn that they need to eat the right amount of different types of food, exercise and have good hygiene to keep their body healthy.
RESEA articles: 1, 2, 42 and 27

History
Year 2 will be completing a study of the Great Fire of London. The children will explore the cause of the fire and the impact on lives today.
RESEA articles: 1, 2, 42 and 27

Computing
Year 2 will be learning about and exploring the difference uses of ICT in our lives. They will also learn to how to resize images in Word documents.

PE
The children will be taught by a swimming coach during their weekly swimming sessions. The children will also be taught Dance by the Sport coaches.

RE
Is it possible to be kind to everyone all the time?

Ashdene

- Weekly 'Vote for schools' and 'Picture News' assemblies
- Election of School council Members
- Pupil voice voting
- RESPECT sessions
- Music performance for families
- Weekly PSHE lessons
- Half-termly No Outsiders lessons

- Trip – Lowry TBC end of HT1
- Trip – Local walks HT2
- Visit – Lego Workshop & Ferris Wheel Workshop
- trip – RE Visit to Church (HT4)
- Sporting events

Homework



Online homework tasks are set each Friday

Maths	English
MyMaths.com (weekly)	SPaG.com (fortnightly) Practise spellings Read for at least 20 minutes each day

- Online homework (Maths and SPaG) will be checked by teachers weekly
- Teachers will regularly check in with reading progress
- Spelling test each Friday
- We expect parents to support us and ensure homework is completed. If children are not completing their homework tasks, including spelling and reading, parents will be contacted

How to help at home



How to help at home documents are available on class page of school website.

Repeated practice of fundamentals (i.e. x tables and reading) helps secure depth of understanding.

Year 1 Expectations

- Read for 30 minutes each day (at least 20 at home)
- Re-read books, practising reading fluently, aloud
- Spellings are practised regularly
- Homework is completed, with care and focus, on-time

How to help at home: Year 1

Maths

Tips & strategies:
Counting, counting, counting! Wherever you can! This will really secure your child's number fluency of the number system and support them with place value.

Counting 'games'/tips
-Climbing the stairs to bed – count in 1s, 2s, 5s, 10s
- Will we reach 100 by the time you have brushed your teeth?
- How many steps do we walk on the way to school?
- Pick a number between 1-10 and count up to ____
- Rocket take off – count down from 10 to see who can get in to the car/get dressed/get their shoes on the quickest.

Numbers in our world
Look out for numbers wherever you can and discuss the digits with your child e.g. number 23 on your road (or any other house or car!) ask your child 'what is that number?' 'How do you know?' encourage them to tell you the value of the digits e.g. the 2 digit is 2 tens (20) and there's 3 ones – so the number is 2 tens and 3 more – 23!

<p>Games: Counting your steps as you go from one room to another, which room is the furthest away from your bedroom? Can you count the steps? I am thinking of a number game 'I am thinking of a number, it is one more than 9 and one less than 11, what is my number?' Ping pong counting: Agree on what kind of voice you are going to do to count e.g. mouse, robot, whisper, giant voice and count alternate numbers child starts '1', adult '2' etc. You can do this game counting in 2s, 5s, 10s Bath time fun! If your child has goggles and likes going for a 'swim' at bath time (or alternatively play this at swimming!) ask them to go under water and count your fingers!</p>	<p>Websites: https://www.topmarks.co.uk/ A website full of amazing interactive games that we use right here in school! (There's also not just Maths, there is a whole range of subjects!) We use this a lot in class! https://www.primarygames.co.uk/pg2/splat/splatq100.html Splat square is extremely effective for consolidating counting up in numbers and time tables. It is a great tool for spotting number patterns – children can look closely at the tens and ones in numbers up to 100. It is also useful as a resource to support addition and subtraction within one hundred. (Top tip – turn the sound up when you splat!)</p>
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Mental Fluency

Throughout the year, your child will focus on these different mental strategies. To support your child you could give them different calculations and ask them which strategy they would use and why in order to solve the answer.

<p>MA1: Manipulate Calculation $16 + 9 = 25$ $15 + 10 = 25$</p>	<p>MA2: Round & Adjust $45 + 9 = 54$ $45 + 10 = 55$ $55 - 1 = 54$</p>	<p>MA3: Partitioning $8 + 6 = 14$ $8 + 2 + 4 = 14$</p>
<p>MA4a: Counting On $12 + 5 = 17$</p>	<p>MA4b: Counting On $57 + 10 = 67$</p>	<p>MA5: Double & Adjust $5 + 6 = 11$ $5 + 5 + 1 = 11$ $10 + 1 = 11$</p>

MA6: Number Bonds

$1 + 9 = 10$ $2 + 8 = 10$ $3 + 7 = 10$ $4 + 6 = 10$ $5 + 5 = 10$ $6 + 4 = 10$ $7 + 3 = 10$ $8 + 2 = 10$ $9 + 1 = 10$	$11 + 9 = 20$ $12 + 8 = 20$ $13 + 7 = 20$ $14 + 6 = 20$ $15 + 5 = 20$ $16 + 4 = 20$ $17 + 3 = 20$ $18 + 2 = 20$ $19 + 1 = 20$
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Reading

- ▶ We want all children to be **fluent readers and develop a love for reading**.
- ▶ Fluency is reading with pace, expression, intonation and reading for meaning.
- ▶ Children are exposed to reading every day in school.
- ▶ They should all have a reading book which they bring in each day and take home each evening.
- ▶ All children are expected to read for at least **20 minutes at home**, every day
- ▶ (add details of digital reading)

Parent engagement

What	Why	When
Curriculum overviews and knowledge jigsaws shared half termly	You know what your children are learning	Half termly
Weekly school newsletter	Information about events, important information, personal development of our pupils and photos of what each year group have been up to	Weekly
Interim reports and books shared	Sent home prior to parents' evenings so you are informed about your child's academic progress An opportunity to talk through learning with your child and celebrate the pride they have in their work	Thursday 12 th October 2023 Thursday 8 th February 2024
Parents' evenings	An opportunity to discuss progress and personal development	18 th and 19 th October 2023 28 th and 29 th February 2024
Parent lunches	An opportunity to join your child's year group for lunch and engage in discussion	Year _ add date 2023
Parent Open Sessions	An opportunity to walk around school and see learning in action. Each session will have a different subject focus.	Wednesday 4 th October 2023 – Maths Tuesday 5 th March 2024 – RESPECT (Commando Joe) Friday 21 st June 2024 - Science
Invitations to celebration assemblies	An opportunity to celebrate with your child when they receive an award	Individual invites will be sent to families of weekly winners

Year 1 Key Dates

Whole-school dates		Year group specific dates	
Swimming lessons	HT1	Planned Trips and Visits	HT1 Lowry HT2- 3.11 Wilmslow Town Walk 10.11 Countryside Walk HT3 Ferris Wheel Workshop Lego Workshop (in school) HT4 – Trip to church
Parents' evenings	18 th and 19 th October 2023	Music performances	Monday 1 st July 9-9.30
Individual photos	6 th November 2023	Parent lunch	Friday 8 th March 12-12.30
Christmas performance	18 th December 2023		
Parents' evenings	28 th and 29 th February 2024		
Sports Day	17 th May 2024		

Communication

You can communicate with your child's class teacher through the class email accounts. These are not checked whilst teaching.

For any urgent messages, please call or email the office.

1l@ashdeneschool.net

1hs@ashdeneschool.net