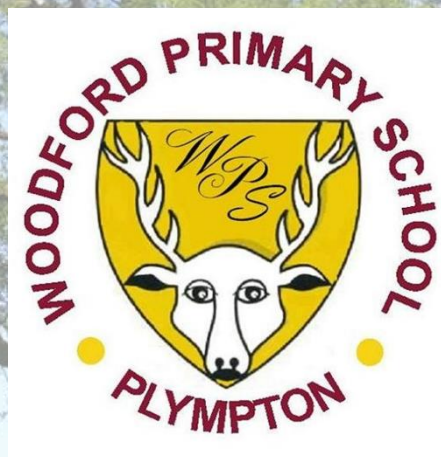
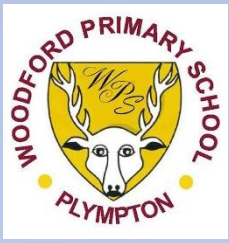


# Getting to know Year 1

Hazel and Holly Class  
2023 / 2024





**Welcome**



## A Message from Mrs Patrick...

Welcome to the new academic year. Starting school this September, our number one priority is ensuring that the children build strong connections with their new teaching team so that they feel safe, respectful and ready to learn in their new environments. The first days and week have been centred around oracy learning, giving children the opportunity to build confidence in their talk, value collaboration and promote a love of learning and personal wellbeing. These priorities will remain as we move to our more formal, structured curriculum and curriculum delivery. Our aim for all children is to grow their potential to enable them to achieve high personal performance through our knowledge-rich curriculum. The curriculum is supported by our strong ethos of wellbeing and care; our STRIVE values; promotion of mental wealth and having high expectations for all our children to succeed.

Please do message me on class dojo or email [woodford.primary.school@plymouth.gov.uk](mailto:woodford.primary.school@plymouth.gov.uk) should you wish to get in touch. Alternatively, I am at the main entrance in the mornings to welcome the children into school.

We look forward to working positively in partnership to achieve the very best for your child.





## Meet the Year 1 Team



Mr Bennett  
EYFS/KS1 Phase  
Leader and Class  
teacher



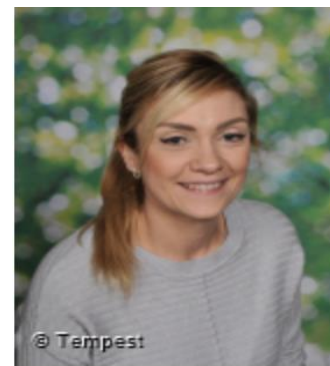
Miss Evans  
Class teacher



Mrs West  
Teaching  
Assistant



Mrs Aryton  
Teaching  
Assistant



Mrs McKee  
Teaching  
Assistant

Our PPA cover will be provided by Mrs Mumford (HLTA) and Mrs Eames (HLTA) .

Wild Tribe sessions will be covered by Arena.





## Meet the Leadership Team



Mrs Patrick  
Headteacher



Mrs Rose  
Deputy  
Headteacher



Miss Ritchie  
Assistant  
Headteacher and  
SENCo



Mr Bennett  
EYFS/KS1 Phase  
Leader





## Meet the Safeguarding Team



Mrs Patrick  
Headteacher



Miss Ritchie  
Assistant  
Headteacher  
and SENCo



Mr Bennett  
EYFS/KS1 Phase  
Leader



Mrs Milbourn  
PSA



Mrs Latham  
Attendance  
Officer

Should you have any concerns about a child, please talk to a member of staff or alternatively email  
[safeguarding@wps.Plymouth.sch.uk](mailto:safeguarding@wps.Plymouth.sch.uk).

**Safeguarding a child is everyone's responsibility.**



## Meet the Wellbeing Team



Miss Ritchie



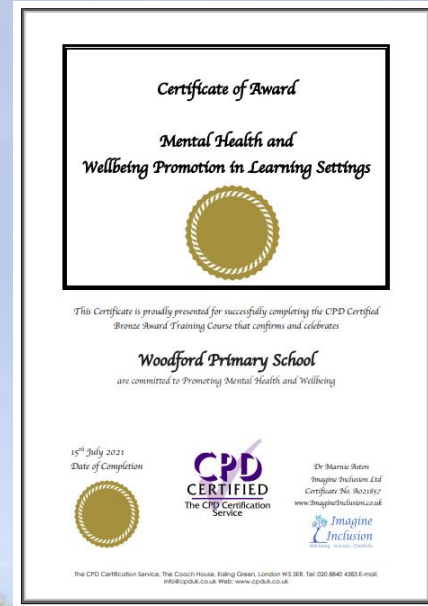
Mr Howarth



Mrs Milbourn



Mrs Eames



We recognise the importance of promoting **positive wellbeing** for all and have a dedicated team to support this in school. Please feel free to make contact if you feel there is any support you require.

Our school website also has a dedicated wellbeing page which has many support links that you may find useful. [Woodford Primary School - Mental Health and Wellbeing](#)





# STRIVE for Success



These are our values in school that help us to be responsible and informed citizens who have a positive impact on the world that we live in.

## Self-motivation

- Set goals and take positive risks.
- Be brave and believe!
- STRIVE to achieve the end goal.

## Resilience

- Persevere and make mistakes to learn.
- Self-reflect to improve performance.
- Listen and act on feedback.

## Valued Contribution

- Negotiate, listen carefully and learn to compromise.
- Build and maintain healthy relationships.
- Contribute to team learning.

S

T

R

I

V

E

## Thinking

- Ask questions.
- Experiment with own and others' ideas.
- Articulate, reflect and respectfully challenge attitudes and viewpoints.

## Independence

- Attend and be punctual.
- Be ready for learning.
- Identify opportunities, organise and plan.

## Empathy

- Be self-aware with feelings, emotions and actions.
- Show compassion.
- Understand and feel with others.

# Behaviour in School

Woodford Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning.

Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

Positive relationships and behaviour make our school a safe, respectful environment to enable effective learning to take place.



## How we celebrate positive behaviours.



Praise  
Stickers

Dojo points  
Merits



Recognition boards in the class

Star of the day

Headteacher Awards

Whole class dojo awards

Positive verbal feedback

Messages home

Woodford Wonders

Steps to Behaviour Recovery			
1 Reminder			An adult will remind you of the 'on-task' behaviour that is expected so that you can focus on learning. Show the expected behaviour.
2 Time out			You have not made a good choice to show the expected behaviour and will need time to talk about the behaviour with an adult during break or lunch time. A 'Needs Work' Dojo will be added to let your carers know.
3 Reflect			An adult will help you to recover the behaviour and talk through the behaviour changes that are expected to be demonstrated during break or lunch time.

This are the steps used when children are not demonstrating a safe, respectful and ready to learn attitude. They are consistent across the whole school.

How we respond to behaviours that do not meet our school expectations, teaching responsibility for actions and choices.

Reminder  
Messages home  
Time out - time with an adult during break or lunch  
3 time outs - discussion with key stage phase leader  
Parent and school meetings  
Meeting with external agencies  
Internal seclusion  
Suspensions  
Permanent exclusions

We hold boundaries, limits and expectations firmly but are gentle and relational with the child.



# Technology in School - Our Rules

Woodford Primary School is committed to creating a positive learning environment - in class and online.

I know that I can only take photos with **permission** from an adult and any people I am taking photos of.

I know that I can only use an iPad if there is an **adult** in the room.

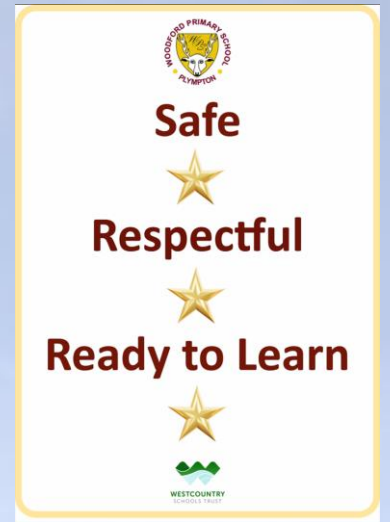
We are iPad PALS  
**Permission**  
**Adults**  
**Learning**  
**Safe**

Your story is rubbish...

I know that I only use the iPad to support my **learning**.

I know that I can only watch videos or visit websites an **adult** has asked me to use.

I know that I can only write **safe** and respectful comments or messages.



We will all make safe, respectful choices when we are online.



## English

Book Writes and  
Re-Think Reading

## Maths

Power Maths  
Numbots

## Our Curriculum

We use the National Curriculum and the following resources support the curriculum planning and learning:



WESTCOUNTRY  
SCHOOLS TRUST

## Computing

Purple Mash

## Reading

Read Write Inc  
Accelerated Reader  
Re-Think Reading

## PE

iMoves and Real PE

## Grammar and

## Spelling

No Nonsense Spelling and  
Grammar

## RE

Opening Worlds

## ART and Design

Kapow

## Handwriting

Letterjoin

## PSHE

Jigsaw

## Science

Hamilton Trust and  
Explorify

## Music

Charanga

## History/Geography

Opening Worlds

## Design

## Technology












Project on a Page



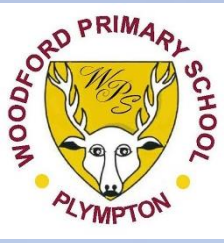


# Our Learning this term

Each term, you will receive a parent overview of the curriculum. This helps support the learning partnership.

WOODFORD PRIMARY SCHOOL		Curriculum Overview for Parents 2023-2024		Year: One	Term: Autumn
Curriculum Areas					
<b>English:</b>  <ul style="list-style-type: none"><li>Telling familiar stories</li><li>Orally constructing sentences</li><li>Writing sentences and phrases about a journey a character has taken</li><li>Using capital letters and full stops with increasing accuracy</li><li>Focus on letter formation and size</li><li>Spelling early common exception words (red words)</li></ul> <p>We will be using a variety of texts over the term to support the children to create stories orally and internalise text structure. Children will begin having spellings to learn in school and at home.</p>		<b>Maths:</b>  <ul style="list-style-type: none"><li>Numbers to 10.</li><li>Part-whole within 10.</li><li>Addition and subtraction with 10.</li></ul> <p>Children will be consolidating their understanding of numbers to 10 and then begin to understand how they can be partitioned. We will then move on to look at addition and subtraction within 10.</p>		<b>Science:</b>  <b>Animals Inc. Humans</b> <ul style="list-style-type: none"><li>To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li><li>To identify and name a variety of common animals that are carnivores, herbivores and omnivores</li><li>To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</li><li>To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</li></ul>	
<b>Phonics:</b>  <p>We will be following the Read Write Inc programme. Children will be regularly assessed and work in different groups across KS1 according to the next group of sounds they need to learn. This term the children will start to bring storybooks home for you to share. These books should allow the children to build and develop their fluency, as they will contain sounds they have previously learned. Please aim to read daily for 10 minutes to support your child's reading progress.</p>		<b>Art:</b>  <p>Exploring mark making and how artists use marks for effect. We will explore a range of artists and respond to their work.</p> <ul style="list-style-type: none"><li>Experiment with a range of mark-making techniques,</li><li>Apply a range of marks successfully to a drawing</li><li>Produce a drawing that displays observational skill, experimenting with a range of lines and mark making</li></ul>		<b>Computing:</b>  <ul style="list-style-type: none"><li>Online safety and exploring Purple Mash</li><li>Grouping and sorting</li><li>Pictograms</li></ul> <p>We will begin to understand the importance of internet safety and look at how to navigate purple mash. Children will then move on to look at group and sorting activities and how these can be displayed.</p>	
<b>PE:</b>  <ul style="list-style-type: none"><li>Develop skills to roll, throw, catch, strike and kick a ball in a small game situation</li><li>Improve fundamental movement skills – balance, change of direction and speed</li></ul>		<b>Music:</b>  <p>Singing a variety of songs and clapping simple rhythms and patterns to explore the meaning of tempo, volume, pitch and beat.</p>		<b>Geography:</b>  <ul style="list-style-type: none"><li>Where in the world am I?</li></ul> <p>We will be looking at what is around our local area and what this might look like on a map. We will then explore how maps help us.</p>	
		<b>RE:</b>  <ul style="list-style-type: none"><li>What does it mean to belong to a faith community?</li></ul> <p>We will be exploring the beliefs of different faith communities and what it means to belong to them and some of the events and festivals which they celebrate.</p>		<b>PSHE:</b>  <ul style="list-style-type: none"><li>Being me in my world - Who I am and how do I fit in?</li></ul> <p>Children will develop their understand of feelings of achievement, safe places, and belonging during this unit.</p>	

WOODFORD PRIMARY SCHOOL	Curriculum Overview for Parents 2023-2024		Year:	Term:
English	Maths	Science		
History/Geography	Art	Computing		
RE	Music	PSHE		
How can support my child's learning? • Parents can help learning by encouraging children to record writing and draw their work. • Messages for class teacher can be sent through the class page any time with any children, learning, well-being or behaviour.				
PSHE in Schools				



# Our Timetable

Year 1 timetable Autumn 1 2023

	8:40	8:50	9:00	9:30	10:30	10:45	11:00		12:00	1:00	1:05	1:30	2:10	2:20		3:00	3:20
Monday	Flashback 4	Register	Phonics	Maths/CP	Assembly	Break time	Spelling	English/CP	Lunch time	Register	Handwriting	PE (Out)	Mastering number	RE		Class story	Home time
Tuesday	Flashback 4	Register	Phonics	Maths/CP	Picture news	Break time	Vocab	English/CP	Lunch time	Register	Handwriting	Computing	Mastering number	Geography		Class story	Home time
Wednesday	Flashback 4	Register	Phonics	Maths/CP	Singing	Break time	Spelling	English/CP	Lunch time	Register	Handwriting	PE (in)	Mastering number	Science		Class story	Home time
Thursday	Flashback 4	Register	Phonics	Maths/CP	Mindfulness	Break time	Vocab	English/CP	Lunchtime	MB and BE PPA – JE/Arena Wild Tribe						Class story	Home time
										Register	Basic Skills		Mastering number	Wild Tribe			
Friday	Flashback 4	Register	Phonics	MB – Leadership TM					Lunch time	BE - ECT (alt. <u>weeks</u> ) JE						Class story	Home time
				Maths/CP	Music	Break time	Spelling	English/CP		Register	Handwriting	Art	Mastering number	Jigsaw			





This document shows you what your children will be aiming to achieve by the end of year 1 in reading, writing and mathematics.

These are available on our school website.

Woodford primary school – Year 1



WESTCOUNTRY  
SCHOOLS TRUST

## Year 1 Standards

### Reading

- Read aloud from a book.
- Explain what has happened in a story that has been read by an adult.
- Check reading makes sense.
- Discuss the titles and events from a book.
- Read words by breaking them down into sounds.
- Re-read books and stories to improve reading.
- Quickly read letters or groups of letters.
- Join in with story time in school.
- Listen and discuss what he/she has read, including poems, stories and non-fiction books.
- Take turns to listen and discuss in a group.

### WHAT I CAN DO TO HELP MY CHILD:

- Learn poems and rhymes.
- Read new words by blending letter sounds together.
- Read some unusual words.
- Discuss what words mean.
- Compare own experience with similar things they read.
- Re-tell stories.
- Read word list words ending in -s, -es, -ing, -ed, -er and -est.
- Accurately read longer words.
- Predict what happens next.
- Describe why a character does or says something.
- Read words with missing letters such as 'm, 'll and we'll.

**Read books with your child and talk about the story, the poems or the information in them. What parts of the book have they enjoyed the most and why?**

**Allow your child to read at their own pace and encourage them to re-read their favourite stories. This will help to begin recognising familiar letters, words and develop fluency.**

**Make use of our online resources to support your child's learning.**

Phonics Bug

CRACKING COMPREHENSION

SEARCH LISTS

Silly Song of the Week

Illustrated Fairy Tales

Picture of Lady

Great Pumpkin

### Maths

- Count, read and write numbers up to 100.
- Count in 2 or 5 or 10.
- Add and subtract numbers up to 20 such as 5+5 or 12-8.
- Read and write numbers from 1 to 20 in numbers and words.
- Solve number problems such as 7+7-9.
- Answer multiplication and division problems with help from an adult and using objects to help solve the problem.
- Know and use the maths symbols +, - and = in a number sentence.
- Know number bonds to 20 such as 1+5+6 and 5+6+9.
- Count up and down from 0 to 100 and more.
- Name 3D shapes such as cuboids and cubes, pyramids and spheres.
- Know that coins have different values, such as 2p, 5p, 10p and 50p.
- Measure how long something takes to happen, such as how long it takes me to run around the playground.

### WHAT I CAN DO TO HELP MY CHILD:

- Find numbers on a number line when solving problems with questions using equal to, more than, less than, most and least.
- Know what is one more and one less from a given number.
- Know the days of the week and months of the year.
- Measure how heavy an object is and record the mass.
- Measure the capacity of a jug and record it.
- Tell the time and draw hands on a clock for to the hour and half hour.
- Describe position, direction and movement including half turns, quarter turns and three-quarter turns.
- Use words like heavy/light, heavier than, lighter than to explain their work.

### WHAT I CAN DO TO HELP MY CHILD:

- Know that half is one of two equal parts.
- Find half of a shape or a set of objects by sharing the shape or set into two equal parts.
- Use full, empty, more than, less than, half, half full and quarter when learning about capacity.
- Name common 2D shapes eg rectangles, squares, triangles.
- Answer questions about time such as Who is quicker? Or What is earlier?
- Find a quarter of a shape or set of objects by sharing into four equal parts.
- Measure the height or length of something and write the measurement down.

**Help your child to count forwards and backwards from a given number. Help them to recall number facts such as doubles and bonds to 10 at speed.**

**Make use of our online resources to support your child's learning.**

NUMMIES

### Writing

- Know that words can be put together to build sentences, correctly.
- Use grammar rules correctly.
- Know when to use a capital letter for the names of people, places, the days of the week.
- Leave spaces between words.
- Know that adding -s or -es means more than one object. Eg dogs, wishes.
- Add endings such as -ing and -ed to words to make new words.
- Use 'and' to add two sentences together.
- Know where to use a capital letter, full stop or exclamation mark in their work.

### WHAT I CAN DO TO HELP MY CHILD:

- Understand how beginning -un to the words changes the opposite.
- Read aloud their work so others can hear them.
- Spell words correctly by adding -ing, -er and -est to eg helping, helped, helper.
- Spell the days of the week.
- Know the names of all the letters of the alphabet in order.
- Spell Yr1 homework words correctly.
- Write a sentence read by an adult.
- Write the numbers 1,2,3,4,5,6,7,8,9,0 correctly.
- Sit and hold a pencil correctly.

### WHAT I CAN DO TO HELP MY CHILD:

- Recognise that some letters are similar and group.
- Think of and say a sentence before it is written.
- Write some letters correctly, starting and finishing in the right place.
- Write some capital letters.
- Spell unusual words correctly.
- Write a text by thinking of a list of the sentences in the order needed.
- Check what has been written makes sense.
- Know some sounds can be spelt in different ways.
- Discuss what has been written with an adult.

**Encourage your child to want to write. Let them use crayons, pencils, felt-tips & paints to make patterns and pictures.**

**Find lots of opportunities to write together—make lists before you go shopping, write letters to friends and family, help them to make their own books, posters or labels for things in their room.**

**Make use of our online resources to support your child's learning.**

Spelling Shed



At Woodford we use a scheme called *Letterjoin*.  
This is the letter formation your child is going to  
be learning this year. We will be following RWI's  
letter formation.

Handwriting...

Cursive Lower Case Letters

a b c d e  
f g h i j k  
l m n o p  
q r s t u  
v w x y z

Capital Letters

A B C D E  
F G H I J K  
L M N O P  
Q R S T U  
V W X Y Z





## Reading

Learning to read is the most important thing your child will learn at our school. Everything else depends on it, so we put as much energy as we possibly can into making sure that every single child learns to read as quickly as possible.

We want your child to love reading – and to want to read for themselves. This is why we put our efforts into making sure they develop a love of books as well as simply learning to read. Parent's support with regular reading at home can really make a difference!





**Read Write Inc**



Read Write Inc (RWI) is a rigorous phonics programme which helps all children learn to read fluently and at speed. In their RWI session, children will learn different sounds and will read words containing these sounds. They then will move onto reading decodable books containing sounds and words they can read independently. They read each storybook three times at school and a matching book bag book to read with you at home will be sent home on a Friday. On each reading, children's fluency increases and they have a better understanding of what the story is about. Children are assessed and re-grouped every half term. Extra intervention is given to some children to ensure they keep up.







## Accelerated Reader



As children finish the RWI scheme, they will move onto Accelerated Reader. Children will choose a book at the right level for them, which will be determined by a Star Reader test that assesses their reading comprehension. From this, Accelerated Reader will allocate each child a ZPD (Zone of Proximal Development). The ZPD is a numerical range, which gives your child a wide choice of books to choose from that will be at the right level of challenge and help them to progress with their reading. Once children have completed a book, they will then quiz on it and receive a score to see how much of it they have understood. Furthermore, Accelerated Reader provides children with a target to achieve based on how many books they have successfully quizzed on and we hope this will further ignite a love for reading at Woodford. Children will need to pass 3 books attaining 80% or more, to move up through the bands. We will be giving certificates this year for the number of books passed.





## Learning Partnership planners

### Woodford Primary School



#### Learning Partnership Planner

Name	
Class	
Year	

'STRIVE for Success'



Learning Partnership Planners, which every child will have received promote the high value we put on home/school links and continuing school learning at home.

Home learning must be recorded in them each week and planners then shared with the class teacher.

These are to be valued and looked after by children. Replacements will need to be purchased should your child lose or damage them.





Please use the weekly planner pages to record home learning completed.

Please use the weekly planner pages to record home learning completed.



## Daily Routines



Start time: 8:40-8:50am  
Break: 10:45am  
Lunchtime: 12-1pm  
End of day: 3:20pm

PE- Monday and Wednesday  
Wild Tribe- Thursday





All children are expected to wear school uniform.  
It consists of the following items:

**School uniform/  
PE kit**

**In Winter** our uniform is maroon sweatshirts/jumpers/cardigans with school badge and grey skirts/pinafores or trousers. We also encourage children to wear white polo shirts also with the school badge on them.

**In Summer**, children can wear shorts and summer dresses (maroon and white striped or checked).

P.E. kit consists of t-shirt in your child's team colours Red (Plym) Yellow (Tamar) Blue (Dart) Green (Tavy) and black shorts for indoor activities. Foundation Stage children wear white t-shirts with the school logo.

Children do P.E. indoors barefoot but will require plimsolls/velcro trainers for outdoor activities.

Track suits or jogging bottoms can be worn for outdoor P.E sessions during the Autumn and Spring terms.

**PE Kits can be worn to school on class PE days and Wild Tribe days only.**





Our school website is an excellent place to find out key information about the school. We hope you find it helpful.

School website



[Woodford Primary School - Home](#)





## What to bring each day

- A **small** bag or book bag
- A named water bottle
- Packed lunch (if not having a school meal). Please remember to **not** include peanut or nut products
- Fruit snack (FS and KS1 free fruit provided)
- If your child has medication please ensure the correct forms have been completed. These forms can be downloaded from the school website.



## Parent partnership

We are very keen to promote positive parent/school partnership.

Our main form of communication between the classroom and home is through Class Dojo, so please ensure you are signed up to this.

Communication will take place between 8:00 and 6:00 for family and staff wellbeing.



Throughout the year, we will have opportunities to discuss your child and their learning. To do this we use Dojo, Teams, telephone calls and face-to-face meetings.

AUT-Dojo review SPR-mid year learning reviews SUM-annual reports

There will also be opportunities throughout the year for your children to share their learning with you through our learning open afternoons.





## **Class Dojo**

We will continue to use Class Dojo for showing some of the children's fantastic learning. If you are having difficulty accessing your child's page, please let us know via the school office





**Any questions?**

If you have any further questions please contact the teaching team in the first instance.

Please remember the messaging part of Class Dojo is for learning related matters only.

Thank you 😊