



Parent Information Evening

Year 1

Welcome to Class 1



Miss Orchard

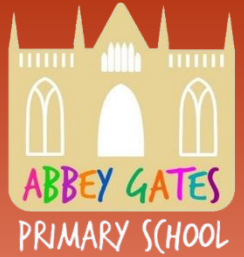


Mrs O'Dea



Mr Martin

Welcome to Class 1



Department
for Education

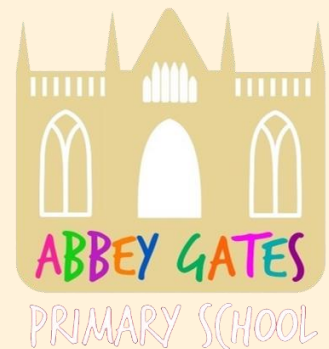
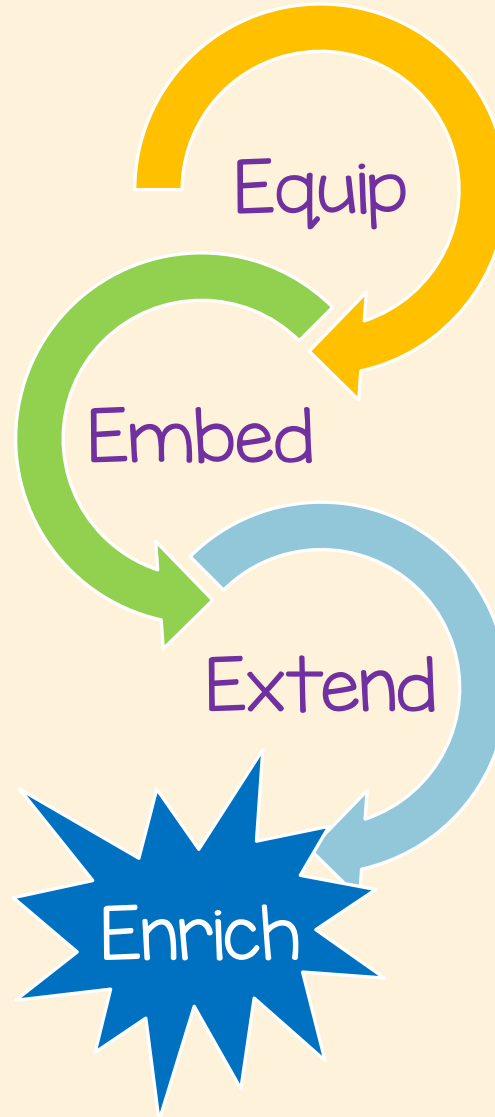
5Cs - Care Compassion Courtesy Cooperation Confidence

Our Vision for Excellence

Equipping all pupils with key skills and knowledge. Providing precision intervention through early identification of learning needs, **supporting and challenging all**.

Embedding skills and knowledge, through the implementation of a sequentially designed broad and balanced curriculum that excites, engages, and challenges all pupils through high quality teaching and learning provision.

Extending pupils' thinking through challenge, depth and breadth for all. Aiming High from pupils' starting points and maximizing learning opportunities.



'Learning Together and Making a Difference'

3 Projects for 3 terms



Discover



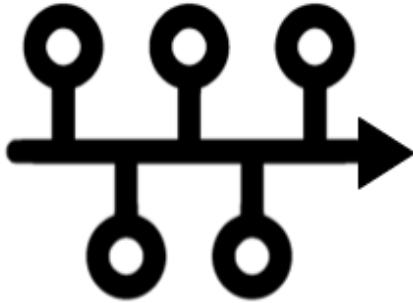
Explore



Create

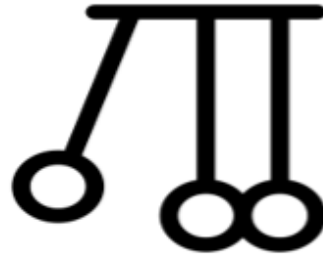


Concepts in history



Constructing and Sequencing the Past

To understand 'then', 'now', 'past', 'present', 'future'. Use simple timelines to sequence events.



Cause and effect

To understand that actions have an effect and our own actions can shape the future.



Interpretation

To be able to form your own opinion based on the information you have.



Change and Development

To recognise how we have changed and the impact this has had. To understand how childhood has different to that of the previous generation.



Significance

To recognise people who are important to you and that 1 person can have an impact on the future.



Historical Enquiry

To ask questions about the past to gain information.

A broader education



The
BIG
question

Sticky Knowledge

HISTORY - Events within living memory - Changes through the decades.

Children should understand how things have changed and the effect change can have.

Children should be able to talk about changes through time, using experiences from a range of sources, such as the experiences of grown-ups and their own experiences.

Important Ideas

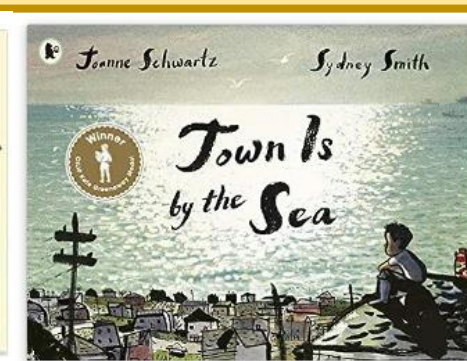
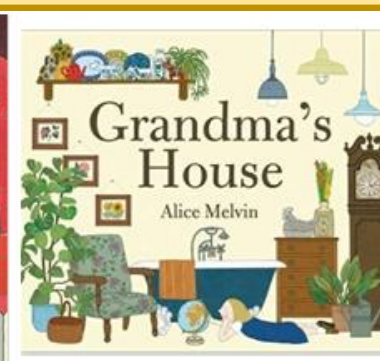
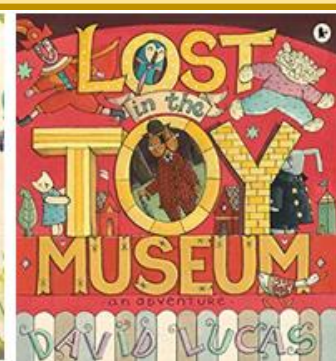
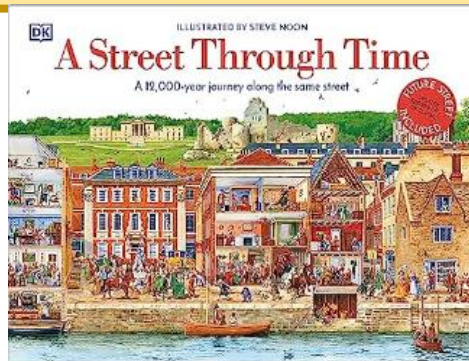
- Change
- Past
- Present
- Resilience
- Joy
- Old
- New
- Curiosity
- Discovery

Crucial Connections

<https://www.bbc.co.uk/bitesize/subjects/zkqmhyc>

<https://www.natgeokids.com/uk/teacher-category/history/>

Reading Recommendations



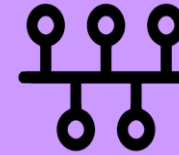
Archaeologist, librarian, museum education officer, museum/gallery curator, archivist, heritage manager, historic buildings inspector, academic researcher, tour guide.

Possibilities

Subject Specific Vocabulary

Year	The period of 365 days.	Decade	A period of ten years.
Century	A period of one hundred years.	Ancient	No longer in existence.
Timeline	A chronological arrangement of events in the order of their occurrence.	Living memory	Within or during a time that is still remembered by people still alive.
Invention	The creation or design of something which has not existed before.	Generation	All of the people born and living at the same time.
Different	Not the same as another thing.	Similar	Having resemblance with something without being identical.
Artefact	An object with historical interest.		

Concepts



Constructing and Sequencing the Past (Chronology)



Cause and effect



Interpretation



Change and Development



Significance



Historical Enquiry

The Spoken Word



Outdoor Play And Learning



Any small world toys you don't use at home anymore

Zones of Regulation



Phonics and Reading

Phonics Meeting - Tuesday 26th September.

Phase 5a Sound Mat

ay	ou	ie	ea	oy	ir	ue	aw
wh	ph	ew	oe	au	ey	a-e	e-e
i-e	o-e	u-e	<p>Tricky words...</p> <p>oh Mrs people their called Mr looked asked could</p> <p><small>© Natasha Tuite Q Phonics 2020</small></p>				
se	le	st					

Alternative Spelling Choices

Phase 5b Sound Mat

i	o	c	g
u	ow	ie	ea
er	e	a	y
ch	ey		

Alternative Pronunciations

Phase 5c Sound Mat

ch	picture catch	r	wrap	ear	here	ur	learn worm
j	fudge			air	there pear bare	u	could push
m	lamb	z	please	ar	father half		
n	knit gnat	u	some	or	ball four worm caught		

Alternative Spellings

Class Pages

[Click here](#) to access our Class Pages.

This is a 'go to' page for all sorts of information.

You will find:

- * Homework
- * Learning links
- * PE information
- * Project information
- * Newsletters
- * Gallery pictures of what we've been learning.

Year 1



Homework



Autumn -
Discover



Spring -
Explore



Summer -
Create



Learning
Links



PE



Gallery



Letters



Additional
Information

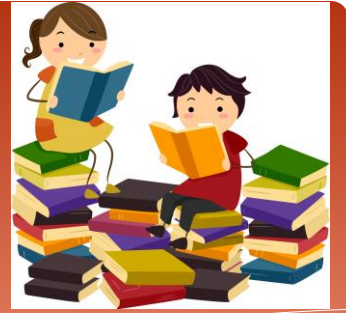
Twitter - @abbeygatesuk



How can you support at home?



Reading



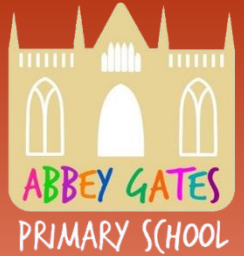
Later this year, the children will be completing the Year 1 Phonics screening check. **Reading regularly at home (at least three times a week)** will support your child's progress towards this. Evidence shows that spending time reading with your child boosts their life chances.

The children will read with an adult once a week at school. Following this, they will receive new books to read at home. These books are linked to our school's phonics scheme. The aim is that children read these books with increasing fluency and at least 90% accuracy.

Books:

Yellow End of F2.	Phase 4	Phase 4 Summer End of Summer
Blue	Phase 4	Y1 – Autumn
Green	Phase 5a	Autumn End of Autumn
Orange	Phase 5b	Spring
Orange End of Year 1	Phase 5c	Summer

Pick and Mix Homework

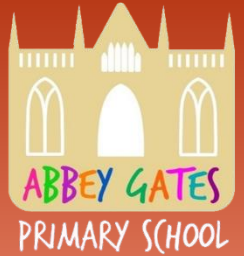


This “Pick and Mix” homework is for the whole half term:

- Try to complete the activities that are in a coloured grey box at least once a week
- Bring any completed activities you wish to share by **the end of the term**

Reading	Maths	Spelling	Sticky Question
You must read at least 3 times a week at home. Each time ask an adult to sign your reading diary. Also, ask them to ask you comprehension questions using the sentence stems within your reading diary.	Complete an arithmetic paper from https://myminimaths.co.uk/year-6-arithmetic-practice-papers/	Focus on the Statutory Spelling words for Years 5/6 (Years 3/4). Choose 5 or 10 a week. Fortnightly, children will also be provided with their Focus 5 spellings to learn which they will be tested on.	Discuss your weekly sticky question.
PE	Geography	Maths	Art/RSHE
Each week, complete one, two, three or more 'PE with Joe' workouts. https://www.thebodycoach.com/blog/pe-with-joe	Get to know the countries around the world by playing the following games: https://globe-game.com/ https://worldle.teuteuf.fr/	Recap an area of maths that you feel less confident with. https://www.iseemaths.com/lessons56/	Draw a map of your local community from memory. What facilities do you have? How do they help the people in your community? Who lives in your community? Write a short paragraph to go with your map, describing these aspects of your community. Add a fact or two to describe its unique qualities.
British Values	Writing	Geography	Science
What is democracy? What happens in a democracy? Is democracy the same in every country? What happens in Britain? What happens when there is no democracy	Write a portal story, that starts off in a familiar setting (e.g. your bedroom, garden, classroom etc) that then transports the character to an unfamiliar setting. Think <i>'The Lion, the Witch and the Wardrobe'</i> , <i>'Something Fishy'</i> , etc).	Around the <u>world</u> :- Using a world map, pinpoint a place you'd like to find out more about. Make a fact file about it and the everyday lives of people who live there, researching facts and information using books and the internet.	Find out about the work of naturalists and animal behaviourists such as David Attenborough and Jane Goodall. Then produce your own documentary style clip based around the life cycle of your chosen animal.

Homework. It's a sticky question !



If you dig up buried treasure, is it yours?



Do video games play their players?



Could you have a sport where everyone was on the same side?




What would your rules for grown-ups be?



In what ways are children better than adults?



When does enhancing a photo become a lie?



If you laugh when you are trying not to, is it you doing the laughing?

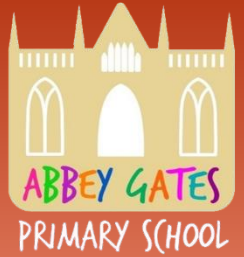


What make the strongest reasons: facts, feelings or beliefs?



If you could make one new law, what would it be?

Aim High Project Homework



- * Working in partnership with home and school



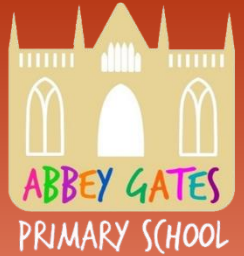
- * Child led to support engagement and enjoyment

- * To be displayed to give a sense of pride

- * Selected from a wide variety of subject areas
e.g IT, Art, Writing, Design and Technology, Drama, Dance, Oracy



Class Page Weblinks



* Online Safety

Abbey Gates

<https://abbeygatesprimaryschool.co.uk/about/e-safety/>

* Art

Tate Kids

<https://www.tate.org.uk/kids>

* Computing

Purple Mash

<https://www.purplemash.com/sch/AbbeyGates>

* Geography

National Geography Kids

<https://www.natgeokids.com/uk/>



* History

The Museum of the World

<https://britishmuseum.withgoogle.com/>

* Maths

Top Marks

<https://www.topmarks.co.uk/>

* Music

Classics for Kids

<https://www.classicsforkids.com/>

* Science

Brain Pop

<https://www.brainpop.com/science/>

Keeping it fun



- * NumBots
- * 'Aim High' creative homework - a menu written by the children

Targeted extras



Based on our assessment for learning, we may set small extra tasks for your child following a discussion with you to help embed basic skills and knowledge in their memories, ensuring they are able to *keep up* not *catch up*.



Expectations

- * Reading.
- * Practising spellings - tricky words.
- * Academic expectations - please take a copy of our end of Year 1 information leaflets.
- * Behaviour for learning - Zones of Regulation - please take a copy of our Parent Information leaflet.
- * Attendance Matters - please ensure your child is in school and ready to learn every day unless there are exceptional circumstances.

We're here to help Working in partnership

- * Teacher
- * STEP team - [Click here](#) for more information.
- * SENCO - Mrs Durham
- * SEBCO - Miss Taylor
- * OPAL Lead - Mr Summers
- * Designated Safeguarding Leads - Mrs Quant-Epps, Mr Summers & Miss Taylor

Mrs Quant-Epps - on the gate every day / call to catch up / make an appointment via the office.

Any questions?



ANY
QUESTIONS?

