



# Parent Information Evening

## Year 1

# Welcome to Year 1



Miss Sadler



Mrs O'Dea



Mrs Whitworth



Miss Rhodes



Mr Martin

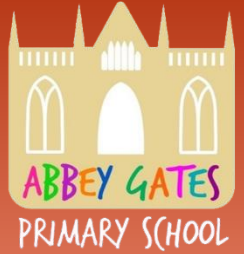


Mrs Smith



Mrs Goss

# Welcome to Class 1



Department  
for Education

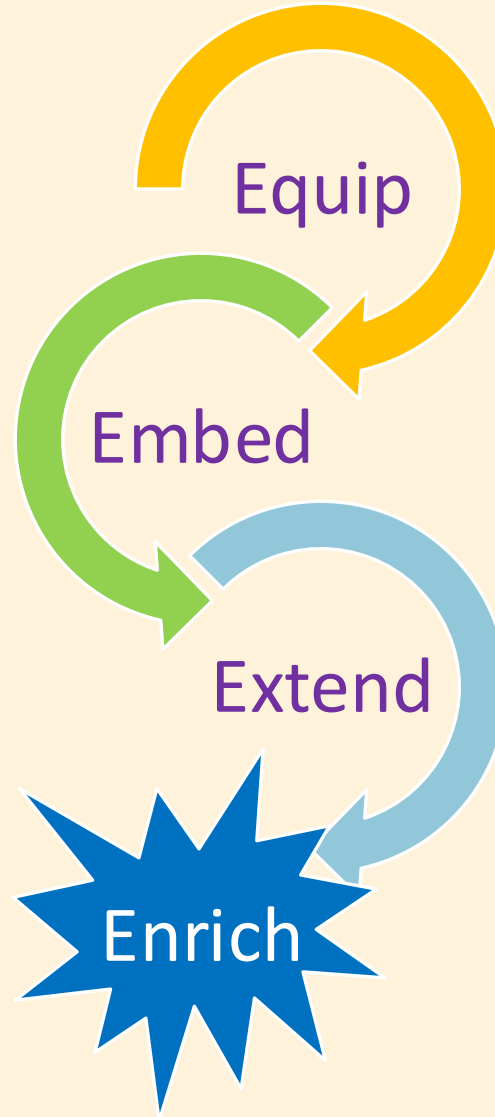
5Cs - Care Compassion Courtesy Cooperation Confidence

# Our Vision for Excellence

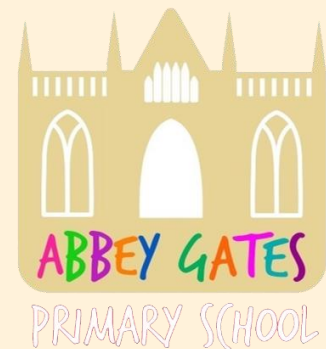
**Equipping** all pupils with key skills and knowledge. Providing precision intervention through early identification of learning needs, **supporting and challenging all**.

**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.



**Enriching** throughout by providing a wealth of opportunities to inspire aspirations both academically and in personal development.



*'Learning Together and Making a Difference'*

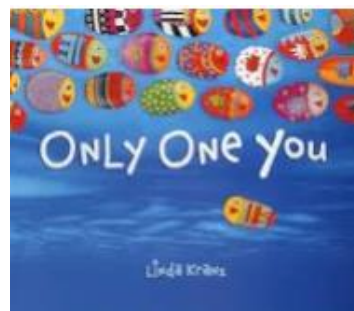
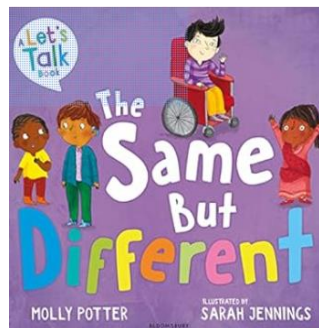
# Diversity, Equity, Inclusion and Belonging



This year, building on our AREP work (Anti-Racism Education Programme), we will continue to teach our children about the importance of celebrating and promoting diversity, equity, inclusion and belonging.

At our school, we pride ourselves on being a welcoming and inclusive school. Diversity means acknowledging that there are differences between people that should be recognised, respected and celebrated.

We promote respect of each other's differences and identities. We celebrate and raise awareness of diversity in the school and in the wider community and believe that teaching children about diversity prepares them for life in modern Britain.



We use a range of picture books across our curriculum to support us with this!

# A broader education



*The*  
**BIG**  
*question*

# 3 Projects for 3 terms



Discover



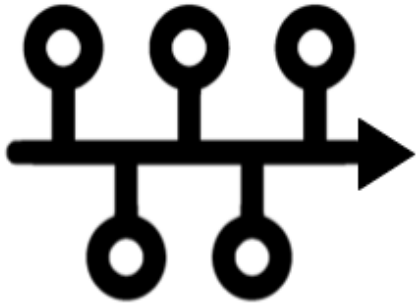
Explore



Create

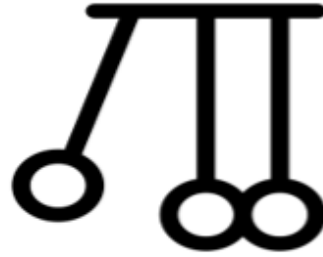


# Concepts in history



## 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.

### 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

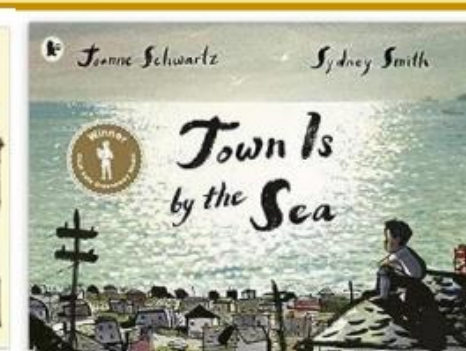
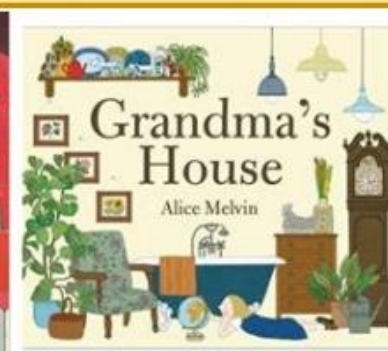
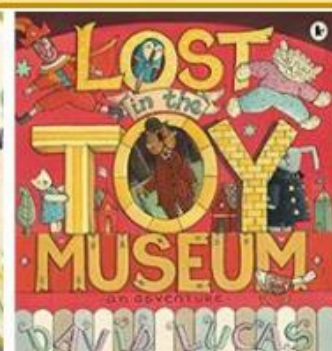
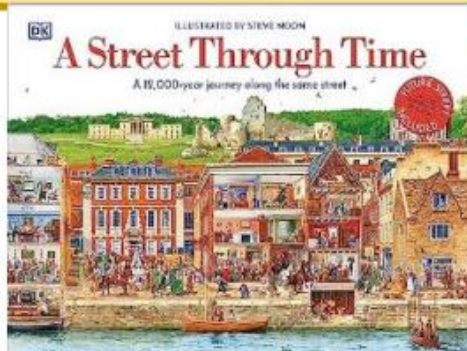
- Change
- Past
- Present
- Resilience
- Joy
- Old
- New
- Curiosity
- Discovery

### Crucial Connections

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

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

## Reading Recommendations



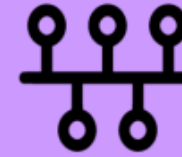
Archaeologist, librarian, museum education officer, museum/gallery curator, archivist, heritage manager, historic buildings inspector, academic researcher, tour guide.

Possibilities

## Subject Specific Vocabulary

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

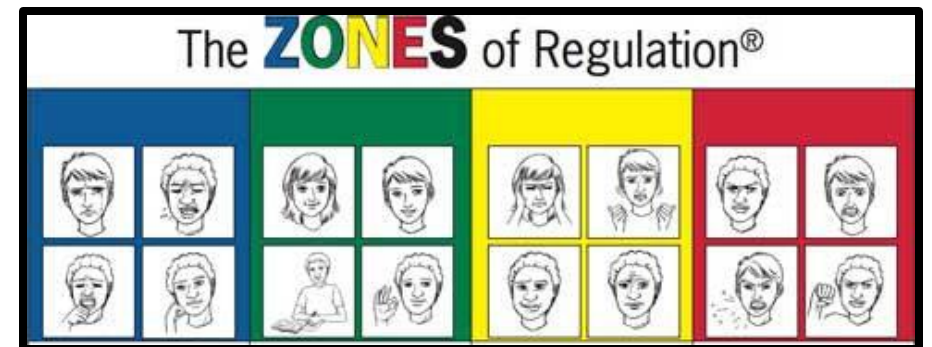


Any small world toys you don't use at home anymore

# Relationships and Behaviour **The** **Zones of Regulation**



- \* Find out about our approach to Relationships and Behaviour by watching the videos on the [school website](#). Our approach is based around our school ethos of teaching children how to 'Aim High and Be Kind'.
- \* One of the ways in which we support and educate children is by teaching them about the [Zones of Regulation](#). Children come to school to learn and part of this includes learning how to regulate their own emotions and how to recognise emotions in others.
- \* By learning about the different coloured 'zones' this provides children with the language to talk about and understand emotions.
- \* All children across school also take part in **Take Five** practices daily – one of many skills that can be used to support self-regulation.



# Phonics and Reading

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	Tricky words... oh Mrs people their called Mr looked asked could				
se	le	st					

© Natasha Tuite Q Phonics 2020

Alternative Spelling Choices

Phase 5b Sound Mat

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

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Alternative Pronunciations

Phase 5c Sound Mat

ch	r	ear	ur
j	air	u	
m	z	ar	
n	u	or	

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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

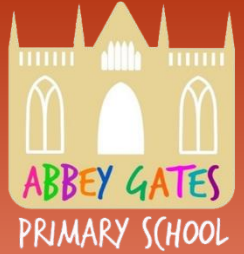


Letters



Additional  
Information

# 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/>

# X/Twitter - @abbeygatesuk



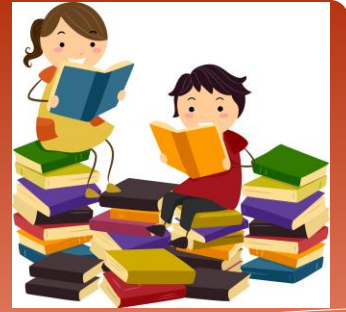
Respect Myself  
Respect Others  
Respect Abbey Gates



# 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:

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

# Homework. It's a sticky question !



If you dig up buried treasure, is it yours?



Do video games play their players?




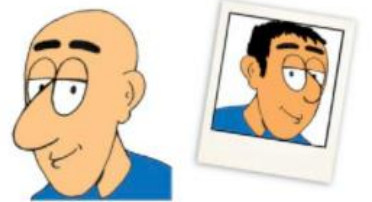
Could you have a sport where everyone was on the same side?




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?

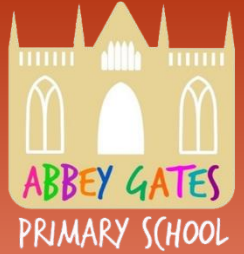


What make the strongest reasons: facts, feelings or beliefs?



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



# 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

- \* We expect children to come in independently and to have selected what they are having for lunch that day.
- \* 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.



# Clubs and Enrichment

At Abbey Gates we aim to offer a wide range of clubs and enrichment opportunities. Some examples of these are listed below. We are continually reviewing these clubs and try to plan them based on our children's interests. Look out for letters with more information about how to sign up!



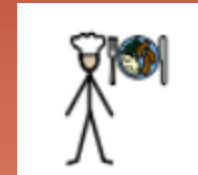
Peripatetic Music Lessons and Orchestra (KS2)



Choir (KS2)



Recorder Group (Y2+)



Cook Stars



Eco-Committee



Pupil Parliament



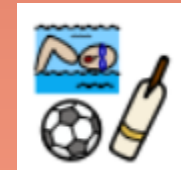
Clay Creators



Dance



Cheerleading



Inter-school sports matches (KS2)

# Visits and Visitors

What are your strongest memories from school? For most of us, it's the excitement of school visits or a visitor who came into school to bring learning to life! Whether it's a day out or a residential, educational trips give children the chance to experience life outside the school gates!

From visiting museums, theatres, religious centres and historical sites to going on residential, school visits encourage young people to learn and socialise with peers in a completely different way to within the classroom and are often the experiences they remember most.



## WHY WE GO ON SCHOOL VISITS

- Brings subjects to life
- Boosts self-confidence
- Increases motivation
- Broadens children's horizons

## WHY WE BRING VISITORS INTO SCHOOL

- Engages children – it's exciting!
- Visitor will be an "expert" in their field
- Visitors may bring in relevant resources or artefacts to support the children's learning
- Most visitors are cost effective

# Uniform



Please remember to label your child's uniform!

# 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 Rich
- \* Designated Safeguarding Leads – Mrs Quant-Epps, Mrs Bowell & Miss Taylor

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

Any questions?



ANY  
QUESTIONS?

