

**Year 1**

**Meet the teacher**

**Wednesday 9th July**



# SUPPORTING YOUR CHILD'S TRANSITION TO THE NEXT CLASS

## Why Transition Support Matters

- HELPS REDUCE ANXIETY AND BUILDS CONFIDENCE
- ENSURES CONTINUITY IN LEARNING AND CARE
- PREPARES YOUR CHILD FOR NEW ROUTINES AND EXPECTATIONS

## WHAT WE'RE DOING TO SUPPORT

- Whole class classroom visits during the summer term

- 'My New Class' transition book

- Collaboration between current and future teachers

- Additional classroom visits and informal interactions to begin building relationships where appropriate



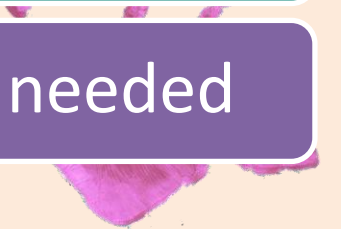
# How You Can Help at Home

Talk	Practice	Use	Share
- Talk positively about the move	- Practice new routines gradually	- Use transition book at home	- Share your child's concerns with us



## TRANSITION AND SEND SUPPORT

- Staff and SENCo will monitor the transition
- Regular updates to families in the first few weeks
- Adaptations and support will continue as needed



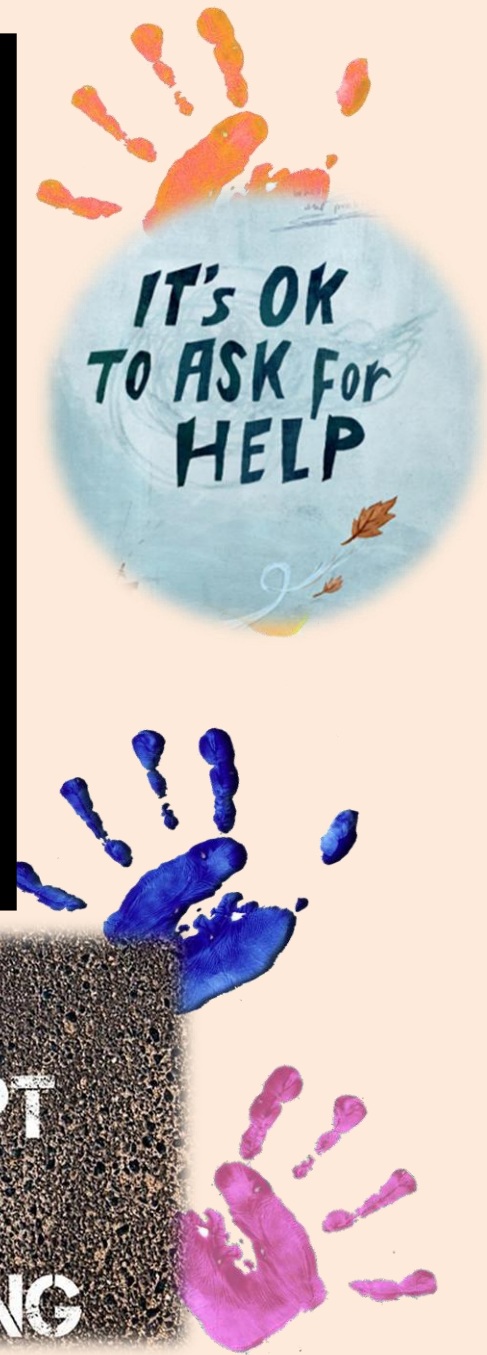
At Long Lane we believe that learning is a life-long skill and learning how to be a good learner is key to success.

- Woven into the curriculum, class expectations and rewarded at every opportunity
- Through assemblies
- Encouraged through our outdoor learning environment



We approach learning with a growth mindset so that we can encourage resilience in learning and build learning confidence through effective support

**F**IRST  
**A**TTempt  
**I**N  
**L**EARNING



# Belonging and Citizenship

At Long Lane there is a sharp focus on every child feeling like they belong.

Together we are raising young citizens who care about each other and the world around them.

Children who feel they belong, feel safe and seek to be prosocial.



# Learning is about the behaviours we show



What is your level of engagement?



**PERSEVERANCE**

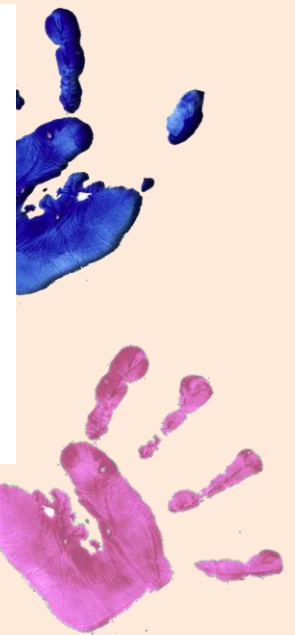
**I CAN do it, if I put my mind to it!**

A cartoon girl with brown hair, wearing a red shirt and blue pants, is sitting at a desk with a pencil and paper. The entire graphic is enclosed in a yellow scalloped border.



**Mistakes** are proof that you're **TRYING**

[www.Luvreels.com](http://www.Luvreels.com)



# Class and School Expectations



# ATTENDANCE

## WHY IS IT IMPORTANT?

### ABSENCE FROM SCHOOL

Children are required by law to attend school 190 days per year. The Government states that every pupil's attendance should be at least 95%.

How do YOU measure up?

Attendance	Days Absent	Weeks Absent	Lessons Missed
95%	9 Days	2 Weeks	50 Lessons
90%	19 Days	4 Weeks	100 Lessons
85%	29 Days	6 Weeks	150 Lessons
80%	38 Days	8 Weeks	200 Lessons
75%	48 Days	10 Weeks	250 Lessons
70%	57 Days	11.5 Weeks	290 Lessons
65%	67 Days	13.5 Weeks	340 Lessons

89% & Below  
Drastic effect on  
academic achievement

95% - 90%  
Cause for  
concern

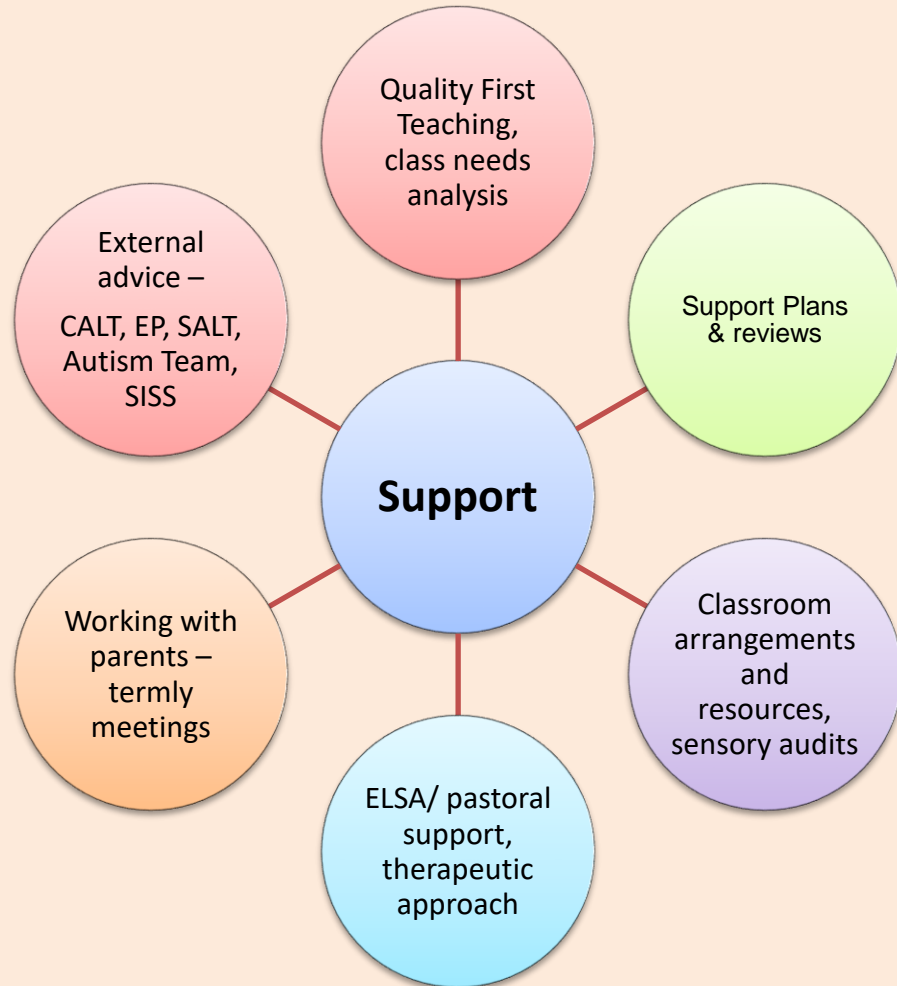
100% - 96%  
Excellent



At Long Lane we are committed to ensuring that all children get the best from their education. First and foremost, we endeavor to make school a safe and engaging place to be where children can have fun and be challenged. However, we also understand that sometimes there are difficult



# Supporting Special Educational Needs



- Identification through observation, assessments, and parental input
- SEN Support Plan: structured interventions and adjustments, reviewed regularly
- SENCo: Coordinates support and communication
- External help: Psychologists, CALT, CAMHS, therapists
- 
- Key Principles
- Inclusion: scaffolding to support learning in class
- Needs-Led Support: Adapting teaching to the child and building independence, structured interventions
- Collaboration: Parents, staff, specialists working together
- 
- Legal Framework
- Guided by Children and Families Act 2014
- SEND Code of Practice

If you think your child may be experiencing difficulties, please talk to their class teacher.

# Organisation

It is important that children have the right equipment in school everyday and can access it easily.



Come and speak  
with us!

We understand that there may be some reasonable adjustments made for some children. This must be by prior arrangement with the teacher.



# Uniform

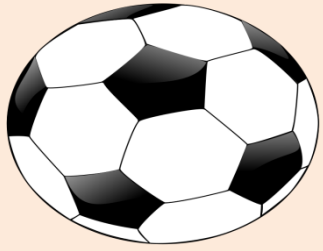
Our school colours are Royal Blue, Grey and White and the uniform for Year 1 to Year 6 is as follows:

- ✓ Royal Blue Sweatshirt or cardigan or zipped fleece
- ✓ White shirt or polo shirt or blouse
- ✓ Grey knee length skirt with grey socks or grey tights
- ✓ Grey culottes with grey socks or grey tights or Grey pinafore with grey socks or grey tights
- ✓ Grey tailored trousers with grey socks
- ✓ Grey tailored knee length shorts with grey socks
- ✓ Blue/white checked dress (gingham style) with white socks
- ✓ Blue/white checked knee length playsuit (gingham style) with white socks
- ✓ All children should wear sensible black shoes with flat heels; trainers are not considered suitable footwear with school uniform. 'Canvas' type shoes, open toed sandals and boots are not appropriate. If it is a wet or cold day and your child needs to wear wellies or warm boots to travel to school, please make sure they have normal school shoes to change into.



- ✓ Hair needs to be tied up
- ✓ Earrings should be a small pair of gold or silver studs which will need to be covered for PE or removed for health and safety reasons.
- ✓ Nail varnish is not permitted
- ✓ One small key ring on book bag
- ✓ Please name everything





# PE

## Children will need:

Blue shorts

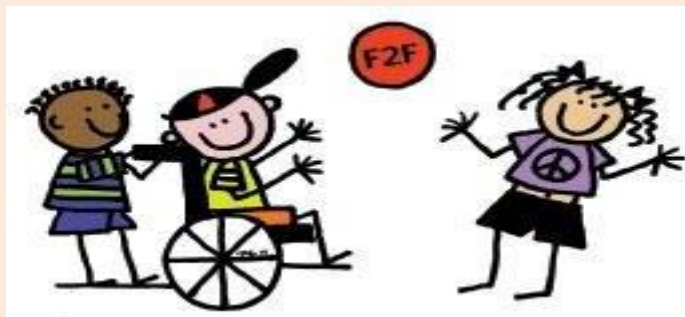
House colour or white T-shirt

Dark blue tracksuit

Spare socks

Trainers rather than plimsoles

PE kits need to named and must be in school  
from Monday to Friday.



# Healthy Lunch and Snacks

We encourage healthy eating habits to support the growth, learning, and well-being of our pupils.

- **Healthy choices please:** Please pack nutritious foods such as fresh or dried fruits, vegetables, bread, crackers, breadsticks, rice cakes, lean proteins, and dairy. Snack portion sizes should be appropriate and may be fruit, veggies or carb-based (crackers, breadsticks, malt loaf etc.)
- **No sweets or junk food:** Items such as sweets and fizzy/energy drinks are not allowed.
- **Nut-free zone:** To protect students with allergies, all lunches and snacks must be nut-free.
- **Water encouraged:** Students should bring a reusable water bottle each day.

We appreciate your support in promoting a healthy school environment. Let's work together to help our children thrive!

**For more information visit:** <https://www.nhs.uk/healthier-families/food-facts/>





# Meet the Year 1 Team

**Mrs Straker**  
**Mrs Roberts**



# A typical day in Year 1

- Daily phonics/ Literacy
- Maths and Maths Mastery (MM)
- Handwriting
- Topic/Science/PE/ICT/RE/PSHE
- Independent learning
- Lunch & snack time





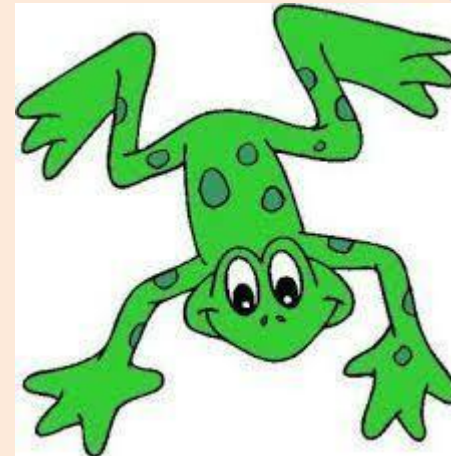
# Phonics

**Letter sounds (phonemes)** children are taught to say, read and write sounds.

**Blending** children are taught to blend letter sounds to read words.

**Segmenting** children are taught strategies to spell and write words

**Correct letter formation** phrases help children remember how to write letters correctly.



# English

**Speaking and Listening** underpins learning and will be incorporated throughout all areas of learning.

**Phonics**- your child will be involved in a daily group phonics session tailored to their needs. We will be using the Read Write Inc phonics program.

**Reading** occurs daily throughout the curriculum. Children are taught to use and apply their phonic knowledge and develop into confident and independent readers by the end of KS1.

**Writing**- to be able to write effectively your child needs to be able to apply a wide range of skills.

For example,

1. Say the sentence.
2. Hold the sentence.
3. Spell the words.
4. Correctly form the letters.
5. Use age appropriate punctuation.
6. Read and check their sentence.

**Spelling** is taught within RWI and English lessons as well as being taught discretely in Year Two.

**Grammar** will be taught through writing and spelling.

**Handwriting** is taught within RWI and English lessons.



# Maths

Mathematics occurs daily and follows a spiral curriculum.

Key domains:

**Number & place value** - read, write & count using numbers to 100 & beyond, order and compare numbers, understand place value.

**Addition & subtraction** - using a range of resources and methods to demonstrate mathematical understanding.

**Multiplication & division** - counting in sets of 2, 5 and 10 initially and showing this in practical activities. With support in Year 1 and independently in Year 2.

**Fractions** - finding halves & quarters of shapes and quantities in practical activities.

**Measuring** - using non-standard units initially and standard units in Year 2. Measuring height, length, width, time, capacity and volume.

**Shape** - naming, describing and sorting 2D and 3D shapes.

**Statistics** - collecting data using pictograms, graphs and tally charts.



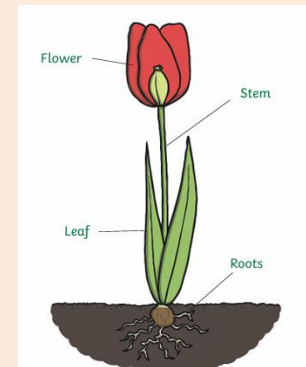
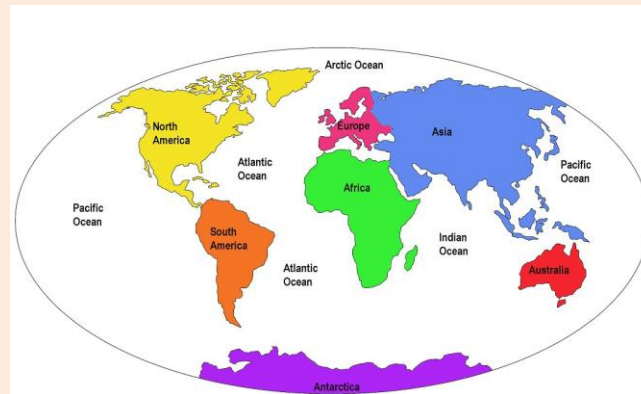
# Assessment



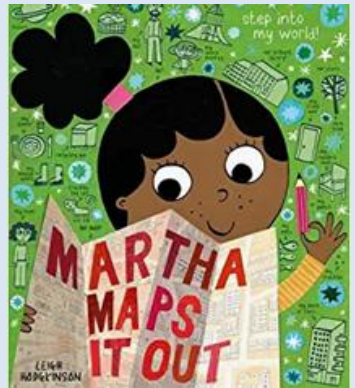
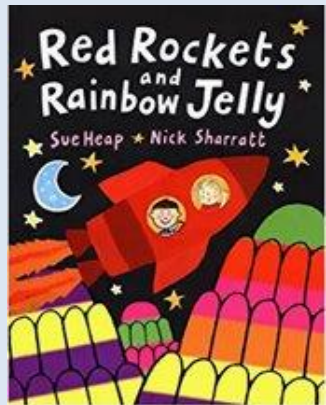
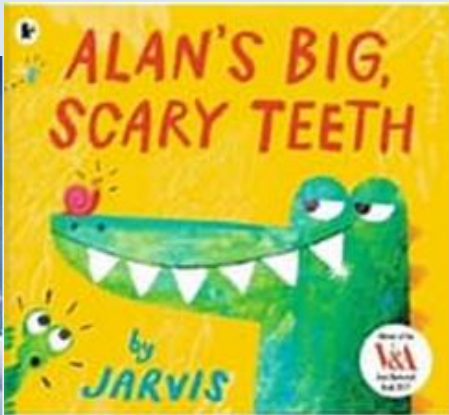
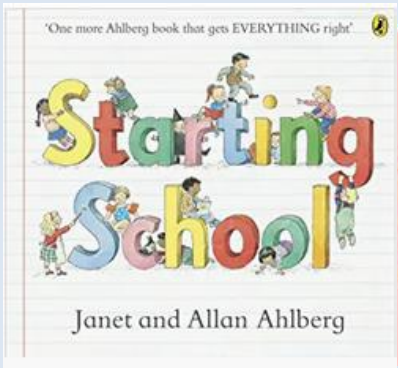
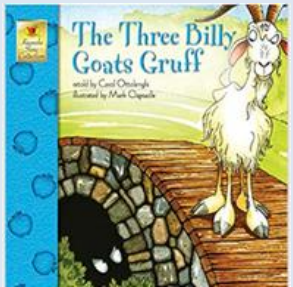
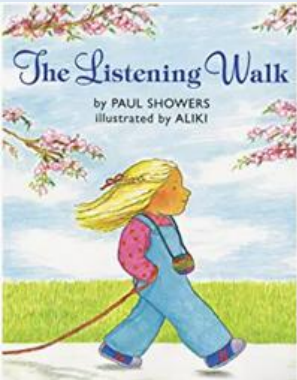
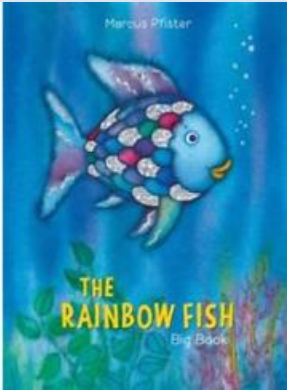
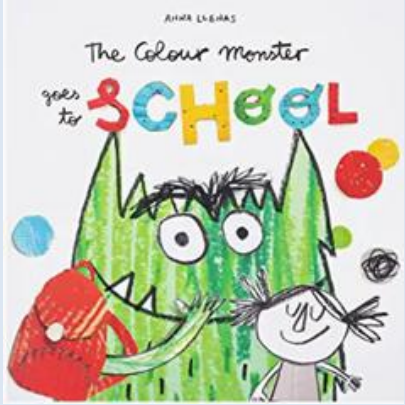
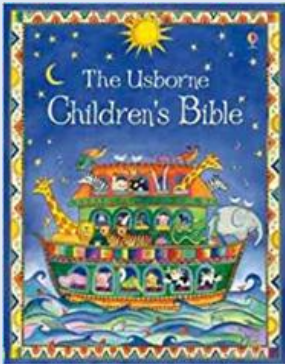
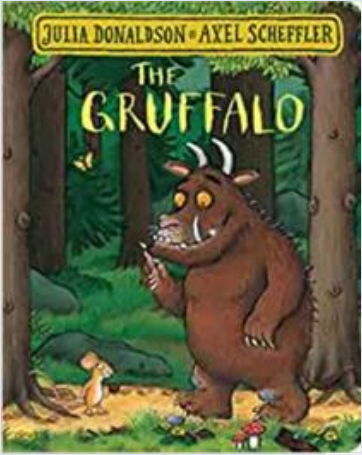
# Foundation Subjects



The Blue Boy 1770



# Year 1 Autumn Term Reading Spine



# Home Learning

• **Daily Reading** - Your child is expected to read daily at home and have their reading record signed by an adult; reading records are checked weekly. Children who read daily are given a house point.

White Rose Maths App. 1 minute Maths activities.

Occasionally, a worksheet or handwriting sheet may be sent home to supplement learning.





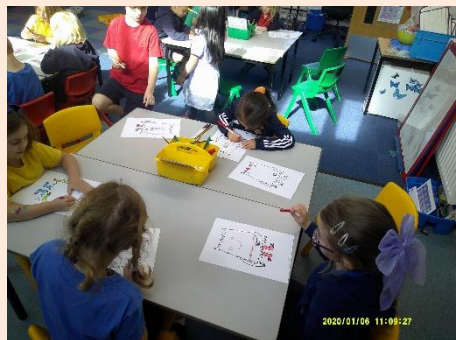
# Communication

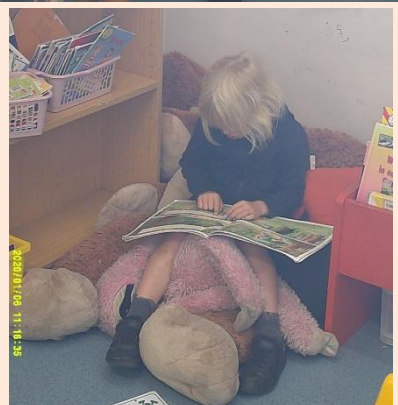


- Before the school day for important messages
- End of the school day for quick questions
- Arrange to meet class teacher – email to school office or telephone
- Emails cannot always be responded to on the same day
- Newsletters
- Teacher – Parent consultation meetings in October and March/April
- Welcome Time
- School website
- Parentmail



# What Year 1 may look like....





..... or this 😊

Thank you for  
your time...  
Any questions?

