

Marlborough Infant School

# Year 1 Meet the Teacher



# Meet the team



**Year 1 Ash Class**

Teacher - Mrs Collins

Learning Support Assistant - Miss Burrell

# Our School Values.

## **Ambition   Resilience   Community**

Our school culture is embedded through our core values and these are at the heart of what we do. They are woven into our curriculum, underpin our teaching and learning and provide an environment which prepares our pupils to be confident and exemplar members of our community.

We ensure that we '**Make Every Minute Meaningful**' for all our children to give them the best possible start to their education. We are proud of our community and champion every child to excel.

## Our School Day

A school day is 6 hours and 30 minutes long (from morning registration until the end of the day) meaning that, in a typical week, children spend 32.5 hours at school.

A typical day at Marlborough Infant School consists of:

08:35 - Doors open

08:45 - Registration (to be completed by 08:50)

15:15 - Home time

In the mornings, Year 1 and 2 children enter school through the main school door. They will put their bags, bottles and lunch boxes away before going in to class where they will complete their early morning work.

A member of staff will be available each morning to greet your child and take any messages.



# What we want to achieve

Our aim is to ensure that the children experience a smooth transition from YR to Y1.

- The Year 1 curriculum extends the experiences that children have had in Year R and it is their first year of learning the National Curriculum.
- We believe in providing children with a broad and well-balanced curriculum through a range of individual, small group and large group activities.

# Attendance and Punctuality:

Children need to be in school every day and on time.

Face-to-face education is important in helping pupils to fulfil their potential.

During school time we believe pupils should be in class with their teachers and peers and enjoying all the benefits that brings.

## **Why is regular attendance so important?**

Being in school every day that it is open, is important to your child's achievement, wellbeing, and their wider development.

[Evidence](#) shows that the students with the highest attendance throughout their time in school gain the best GCSE and A Level results.

## **Punctuality**

If your child is consistently late they may miss out on the first lesson of the day and may fall behind in their attainment.

It is also really hard for a child to walk in late to a full classroom that has already settled, they will miss out on the normal routines and time to adjust and find out about their day.

# Attendance and Punctuality:

Parents or carers of a child have a legal responsibility to ensure their child receives a suitable education. This is usually achieved through regular attendance at school. Maintained schools **must** only grant leaves of absence for specific circumstances and you must ask the school in advance. Leaves of absence will **not be given for holidays** and are VERY rarely given!

## **Rules around issuing fines for unauthorised absences**

The new national framework for issuing penalty notices is designed to help ensure consistency across the country.

Fines will increase to:

- £80 to be paid within 21 days, or
- £160 if paid after 21 days but within 28 days

# School Uniform Expectations



**ALL UNIFORM  
AND BAGS MUST  
BE CLEARLY  
NAMED**

- Navy jumper or cardigan (worn or held, not tied around the waist)
- White polo shirt - always tucked in
- Black trousers/shorts/skirt/pinafore dress
- Black shoes (no coloured laces etc...)
- Long hair should be tied back
- No nail varnish and stud earrings only
- No other jewellery unless for religious reasons (all jewellery must be removed for PE)
- A book bag or small backpack and drawstring P.E bag (no large backpacks please)

## House keeping rules and contacting us

- **Water bottles** - should be labelled and brought into school every day
- **No Nuts** - please be aware we are a nut free school & there are children with severe nut allergies.
- **Birthdays** - packaged items only, no items that may contain nuts. We also have a number of vegetarian/halal children.
- **Speaking to us** - our relationship with parents/carers is really important. If you need to speak to us then the end of the day is preferable, once we have dismissed the whole class. If it is urgent, then we will happily chat with you at drop off or you can email the office to ask for us to call you.

# What zone are you?

All zones are okay  
All feelings are okay



Before you can self-regulate, you need to be able to identify how your brain and body feels.



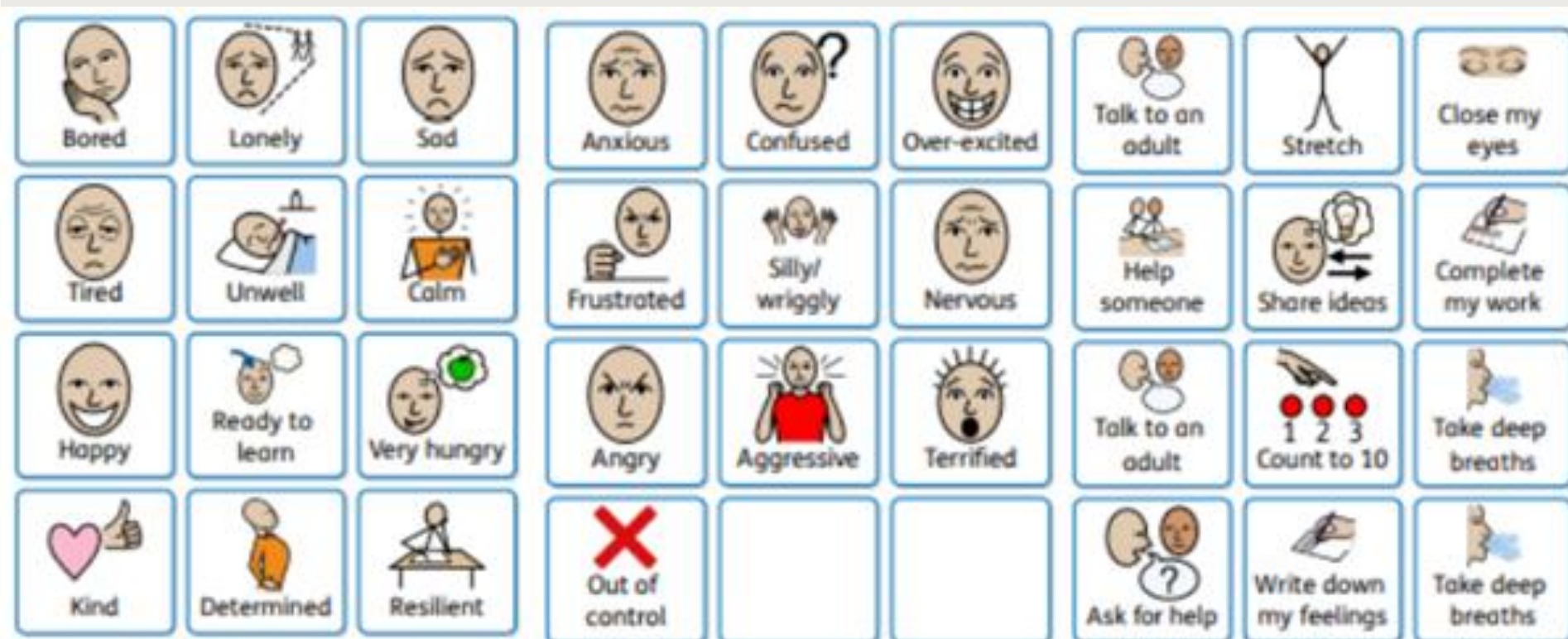
In our school we use 4 zones to help us identify our feelings.  
These are called our 'Zones of Regulations'.  
You can see these in our classroom and around the school.



The four zones are:

BLUE GREEN YELLOW RED





**Going For Gold!**

This year we have a new platinum level!



At our school we think it is important to provide praise to those children who make good decisions and show a learning attitude. Therefore, we will also use our...

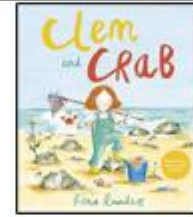
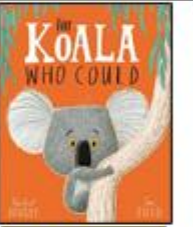
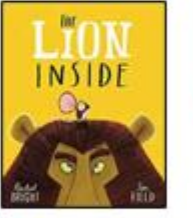
**Going  
for  
Gold**



# Curriculum coverage

## BOLD FUTURES

### Year 1 Yearly Overview

|           | Autumn 1                                                                                                                                                                                                                                                     | Autumn 2                                                                                                                                                                                                                                                    | Spring 1                                                                                                                                                                                                                                                     | Spring 2                                                                                                                                                                   | Summer 1                                                                                                                                                                   | Summer 2                                                                                                                                                                   |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Topic     | Feelings<br>Changes in living<br>memory (toys)<br>Materials                                                                                                                                                                                                  | Celebrations<br>Seasons                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                              | Space<br>Plants                                                                                                                                                            | PSHE - Being My<br>Best<br>Animals Including<br>humans<br>Habitats                                                                                                         | Oceans and Seas                                                                                                                                                            |
| Main Text | <br><br> | <br><br> | <br><br> | <br> | <br> | <br> |

#### Writing Outcomes from entire unit

**Toy Story**  
**Outcome:** To write a label  
**Purpose:** inform  
**Audience:**  
**Form:** information text

**Lost in the Toy Museum**  
**Outcome:** Description  
**Purpose:** entertain  
**Audience:**  
**Form:** Narrative

**Traction Man**  
**Outcome:**  
**Purpose:**  
**Audience:**  
**Form:** Narrative

**It was a cold dark night**  
**Outcome:** Facts/  
**Animal riddle**  
**Purpose:** inform  
**Audience:**  
**Form:** Sentences

**Cake**  
**Outcome:** To write a description of the cake  
**Purpose:** entertain  
**Audience:**  
**Form:** description

**Little Glow**  
**Outcome:** To write a party invitation  
**Purpose:** inform  
**Audience:**  
**Form:** Narrative

**Outcome:** To write a recipe on how to be a good friend  
**Purpose:** inform  
**Audience:**  
**Form:** instructions

**How to Catch a Star**  
**Outcome:** simple retelling of the beginning of the story  
**Purpose:** entertain  
**Audience:**  
**Form:** narrative

**Erol's Garden/Enormous Turnip**  
**Outcome:** To write a non-chronological report  
**Purpose:** inform  
**Audience:**  
**Form:** information text

**Clem and Crab**  
**Outcome:** To create a poster (instruction on how to recycle)  
**Purpose:** inform  
**Audience:** wider school  
**Form:** instructions

**Somebody Swallowed Stanley**  
**Outcome:** Character Description/Rhyming  
**Purpose:** entertain  
**Audience:**  
**Form:** Description

**A Great Big Cuddle**  
**Outcome:** Poem  
**Purpose:** entertain  
**Audience:**  
**Form:** Poem

**Lion Inside**  
**Outcome:** To write a character profile- description of the mouse and the lion  
**Purpose:** entertain  
**Audience:**  
**Form:** description

**The Koala who could:** Recipe for a good friend  
**Purpose:** inform  
**Audience:**  
**Form:** instructions

**Lost and Found**  
**Outcome:** simple story sequence  
**Purpose:** entertain  
**Audience:** reader  
**Form:** narrative

**Little Polar bear**  
**Outcome:** To write a non-chronological report  
**Purpose:** inform  
**Audience:**  
**Form:** information text

**Outcome:** fact file on polar bears/ arctic animals.  
**Purpose:** inform  
**Audience:**  
**Form:** information text

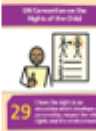
#### Maths

Please see the medium-term plan.

# Curriculum coverage

## BOLD FUTURES

### Year 1 Yearly Overview

|                           |                                                                                                                                                                               |                                                                                                                                                                                                                    |                                                                                                                                                                               |                                                                                                                                                                                               |                                                                                                                                                               |
|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Science</b>            | <b>Describing materials</b><br>How can we describe materials?                                                                                                                 | <b>Seasons</b><br>Do seasons affect habitats?                                                                                                                                                                      | <b>Habitats</b><br>What is a habitat?                                                                                                                                         | <b>Plants</b><br>How do plants grow?                                                                                                                                                          | <b>Animals including Humans</b><br>How do animals survive?                                                                                                    |
| <b>History/ Geography</b> | <b>How have toys changed over time?</b><br>History                                                                                                                            | <b>What is our local area like?</b><br>Geography                                                                                                                                                                   | <b>Who was the first person to space?</b><br>History                                                                                                                          | <b>Where is our 'local' area? (maps)</b><br>Geography                                                                                                                                         | <b>Who was to blame for the Great Fire of London?</b><br>History<br><b>Where are we in the UK? (4 countries and capitals of UK)</b><br>Geography              |
| <b>PSHE</b>               | <b>Happy Relationships</b><br> Big Think: Do you think some emotions are better than others? | <b>We are all Different</b><br> Big Think: What does the artist mean when he says everyone is the same and everyone is different? | <b>Keeping Safe</b><br> Big Think: Being safe means crossing the road safely. True or false? | <b>My Rights and Respect</b><br> Big Think: My rights are more important than anyone else's. True or false? | <b>Being my Best</b><br> Big Think: Think: What can I aspire to do and be? |
| <b>Art</b>                |                                                                                                                                                                               | <b>Painting:</b><br>Georges Seurat (pointillism)<br>Could link to Local Area unit                                                                                                                                  | <b>Printing:</b><br>Orla Kiely<br>Could link to Plants and/or explorers                                                                                                       | <b>Drawing:</b><br>Matisse<br>Could link to 'Explorers'                                                                                                                                       | <b>Sculpture:</b><br>Barbara Hepworth (Family of Man)                                                                                                         |

|                              |                                                                                            |                                                                                                         |                                                                                                             |                                                                             |                                                                                                 |                                                                            |
|------------------------------|--------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|
| <b>Design and Technology</b> | <b>Construction</b> -<br>Junk model with sliders and levers<br>Linked to Toys through Time |                                                                                                         |                                                                                                             | <b>Sewing</b> - Puppets<br>Linked to Plants and Habitats<br>(Own astronaut) |                                                                                                 | <b>Cooking &amp; Nutrition</b> - Fruit Salads Linked to Nature & Explorers |
| <b>Religious Education</b>   | <b>Thanking Christianity</b>                                                               | <b>Journey's end Christianity</b><br>The nativity journey                                               | <b>Belonging (Golden Thread) Christianity</b>                                                               | <b>Welcoming Christianity</b><br>Palm Sunday                                | <b>Community (Golden Thread) Hinduism</b>                                                       | <b>Story Across religions</b>                                              |
| <b>Computing</b>             | Programming - Making a robot move                                                          |                                                                                                         | Online safety                                                                                               | Creating media - Digital writing                                            | Creating media - Digital painting                                                               | Creating media - Talking books                                             |
| <b>Additional computing</b>  | Online safety 1 lesson per half term (Use previous unit but break up)                      |                                                                                                         |                                                                                                             |                                                                             |                                                                                                 |                                                                            |
| <b>Physical Education</b>    | Run, Jump, Throw 1<br>Gymnastics 1                                                         | Run, Jump, Throw 2<br>Gymnastics 2                                                                      | Send & Return 2<br>Hit, Catch, Run 1                                                                        | Send & Return 2<br>Hit, Catch, Run 2                                        | Dance (Teacher led)<br>Attack, Defend, Shoot 1                                                  | Dance (Specialist)<br>Attack, Defend, Shoot 2                              |
| <b>Music</b>                 | <b>"Toys"</b><br>Dynamics (loud, quiet, silence)<br>Tempo (fast, moderate and slow)        | <b>"Can I Be Helpful Too?"</b><br>Duration (steady beat, rhythms)<br>Timbre (the quality of the sound). | <b>"As Cold As Ice"</b><br>Duration (long and short sounds, steady beat). Structure (beginning, middle end) | <b>"The Old Castle"</b><br>Timbre (the quality of the sound).               | <b>"Walking the Dog"</b><br>Duration (long and short sounds) and Structure (patterns in sound). | <b>"The Three Bears"</b><br>Pitch (high, middle, low sounds).              |
| <b>Trips/Themed Days</b>     | Milestones<br>October 16th                                                                 |                                                                                                         | Wisley Gardens<br>TBC                                                                                       |                                                                             | Marwell Zoo<br>TBC                                                                              |                                                                            |

# PE Information

- PE days are: Monday and Friday for Year 1.
- Children should bring their PE kit in on these days, we will get changed into our kit and the children will then bring their school uniform home. We will move them towards changing them back into school uniform as the year progresses. Please encourage your child to get dressed/changed at home to develop their independence. **Please name EVERYTHING.**
  - Indoor PE kit should consist of: shorts, t-shirt and trainers.
  - Outdoor PE kit should consist of the same as the indoor kit, plus tracksuit bottoms and a long-sleeve top for cold weather
    - Long hair should be tied back.
  - No jewellery. For Health and Safety reasons, staff are not allowed to remove a child's earrings. This must be done either by the child or their carer beforehand.

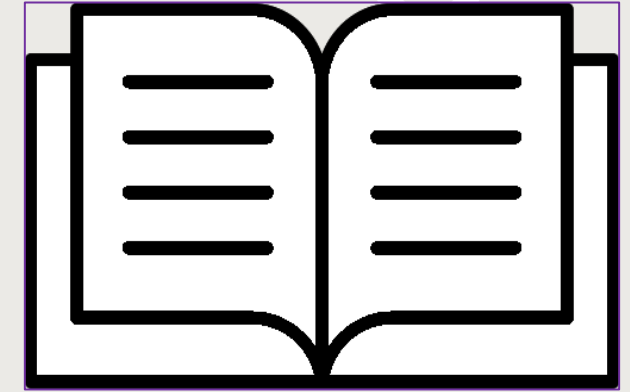


Our PE kit consists of:

- a plain white polo shirt or t-shirt
- black shorts
- socks
- trainers or plimsolls

In the colder months, children will need to wear black or dark grey tracksuit bottoms and their school sweatshirt as we often do PE outside, even if the weather is a little cooler.

# Reading



## In school:

Daily reading lessons /phonics sessions

## At home:

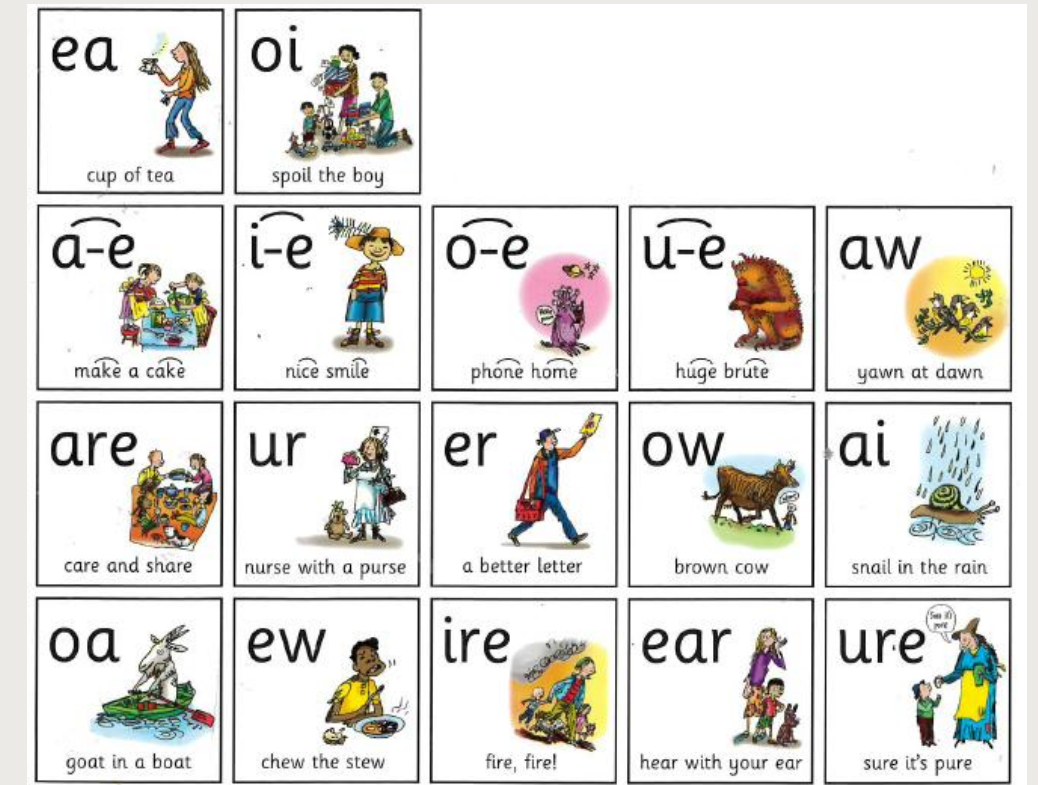
Please practice the sounds we are learning, as well as reading their phonics book, preferably **everyday** but a minimum of 3 x a week. These phonics books will be changed once a week. The children will also bring home a 'Book Bag Book'. As soon as your child has read this book with you, they can change it for a new one. The children will be encouraged to do this independently so you may like to give them a gentle reminder as they come in to school. **All home reading should be recorded in your child's reading record**, these will be checked once a week.

**Phonics Support for Parents:** [Read Write Inc](#) website which is linked on our school website.

**Book bags** need to be brought into school **everyday** please as there will be opportunities throughout the school day where adults in the classroom will read with the children.



# Phonics



In June this year the children will sit their phonics screening test.

We need your help with daily reading and sound practicing to help our children thrive in their learning - and all learning starts with reading!

# Homework

## Reading

Children need to read daily if possible but at least 3 times a week. Please sign the yellow book every time they read whatever they read!

## Maths

After half term, Maths homework will be set on Numbots to help children practice their fluency and mental maths at home. Your child will be given a Log in and password, these will be in their yellow reading record book.

**Expected Weekly Homework – Maths and Reading**

# Workshops

We are going to be running a Phonics and Reading Workshop later this half term. This will give you hints and tips for supporting your child with their reading at home. More info to follow.

# Opportunity for questions

