



Year 1

Curriculum Meeting for Parents and Carers

Spring 1
Key Information and Dates

**Please make sure you
have signed in.**

Who is working in Year 1?

The Year 1 Team

England

Ms Mahmoda Begum

Ms Viktorija Bouras

Northern Ireland

Ms Faiza Hassan

Ms Viktorija Bouras

Scotland

Ms Habiba Khatun

Ms Mehreen Husain

Wales

Ms Farhana Yasmin

Mr Kalli Gibson

Ms Mehreen Husain

Classroom Practitioner

Ms Sharon Cook

Year Group Leader

Ms Mahmoda Begum

Assistant Headteacher

Ms Stefanie Reay





A Typical Day

Mornings

- 8:45 - 9:00 Soft Start
- 9:00 - Morning registration/assembly/story
- 9:30 - English
- 10:30 - Break
- 10:45 - Maths
- 11:45 - Lunch

Afternoons

- 12.30 - Afternoon registration and RWI (phonics)
- 13.15 - Library/foundation subjects
- 14:00 - Foundation subjects
- 15.00 - Story/handwriting
- 15.15 - Home time

Our PPA Day will usually be on a Thursday

PPA (Specialist Teachers)



Mr Gillingham - Art



Ms Valverde - Spanish



Mr Kai - PE



Ms Calver - History
and Geography

Spring 1 Theme: Imagination and Make Believe

Big Question: Where in the UK would Shrek like to live?



Rights Respecting Schools

Children's rights are learned, taught, practised, respected, protected and promoted.



Personal Development

SMSC - spiritual, moral, social and cultural development.



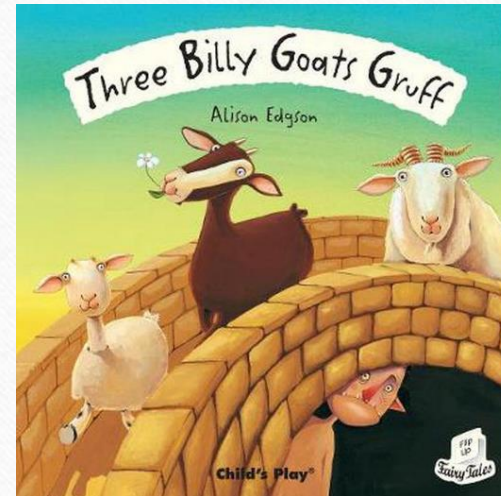
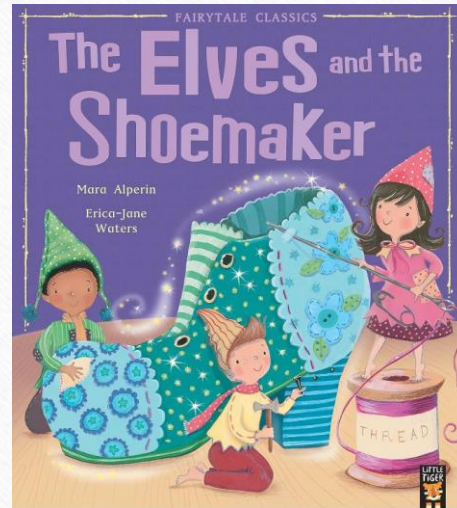
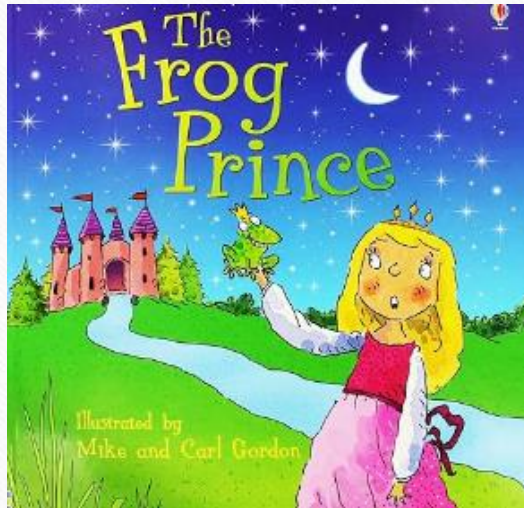
Fundamental British Values

Democracy, individual liberty, rule of law, mutual respect and tolerance of different faiths and beliefs.

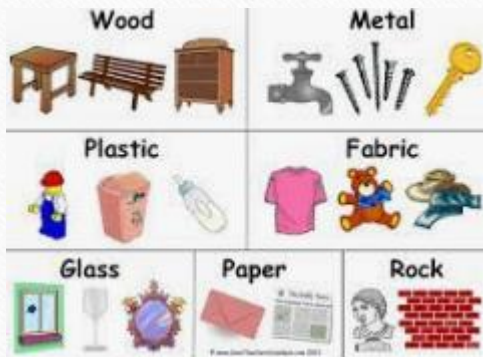
English Texts



Fairy Tales and Traditional Tales



- RWI Phonics books
- Library book
- Reading record

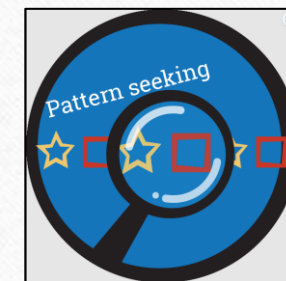
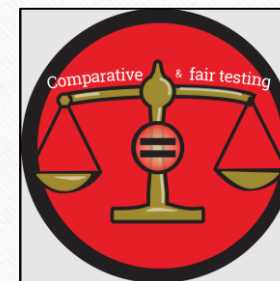
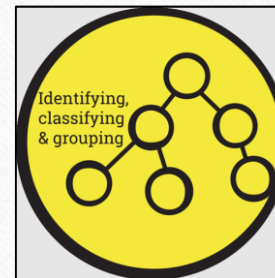


Science



- Everyday Materials - What is the best material for...?
- Children will be learning to distinguish between an object and the material from which it is made.
- They will identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock and be able to describe, group and compare a variety of everyday materials.
- What is the most suitable material to use to fix an umbrella?

Working scientifically skills





Geography

- **Where in the UK would Shrek like to live?**
- Human and physical features in geography
- Comparing the various places people can live in the UK: town or countryside; seaside or harbour etc. Focus on geographical vocabulary.





Art and Design

- ***Kapow Scheme of Work***
- **PAINTING AND MIXED MEDIA: COLOUR SPLASH**
- Identifying primary colours
- and exploring how secondary colours can be mixed.



Make

Experiment with paint, using a wide variety of tools (e.g. brushes, sponges, fingers) to apply paint. Investigate colour mixing.

Play with combinations of materials to create simple collage effects.

Select materials based on their properties, e.g. shiny, soft.

Knowledge of artists

Describe similarities and differences between practices in art and design, e.g. between painting and sculpture, and link these to their own work.

Evaluate

Describe and compare features of their own and other's art work.



Design and Technology

- Kapow Scheme of work
Textiles: Puppets

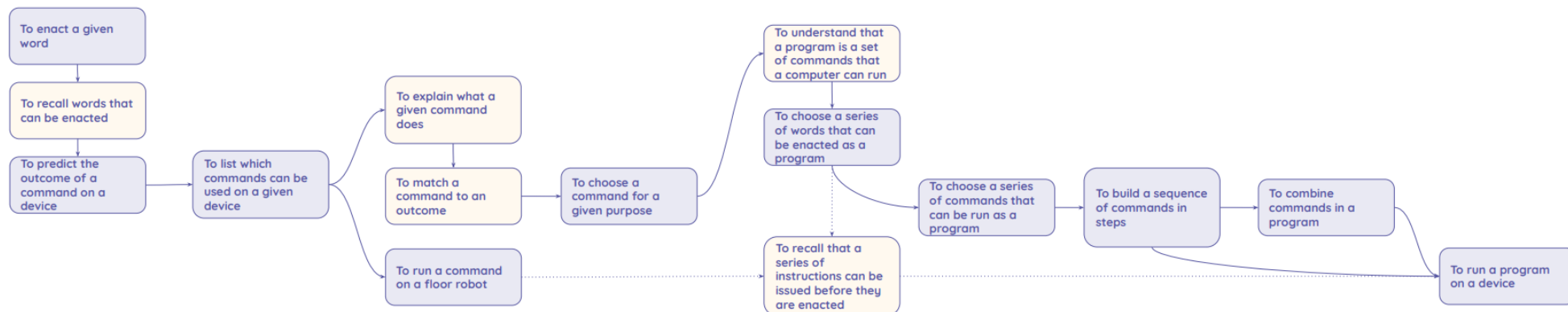
Exploring different ways to join fabric, including gluing, pinning and stapling.



Computing



- NCCE Scheme of Work
- Programming A
- Moving a Robot



PSHE: Dreams and Goals Jigsaw Scheme of Work



Parents and carers can find copies of the PSHE curriculum, and the PSHE Read Aloud, letters on the school website.

Weekly Celebration	Pieces	PSHE Education (Developed from National Framework DfEE 2000)	Emotional Literacy/Social Skills (Developed from SEAL - Social and Emotional Aspects of Learning DfES 2004)
Stay motivated when doing something challenging	1. My Treasure Chest of Success	I can set simple goals	I can identify my successes and achievements
Keep trying even when it is difficult	2. Steps to Goals	I can set a goal and work out how to achieve it	I can tell you how I learn best
Work well with a partner or in a group	3. Achieving Together	I understand how to work well with a partner	I can celebrate achievement with my partner
Have a positive attitude	4. Stretchy Learning	I can tackle a new challenge and understand this might stretch my learning	I can identify how I feel when I am faced with a new challenge
Help others to achieve their goals	5. Overcoming Obstacles	I can identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them	I know how I feel when I see obstacles and how I feel when I overcome them
Are working hard to achieve their own dreams and goals	6. Celebrating My Success Assessment Opportunity ★	I can tell you how I felt when I succeeded in a new challenge and how I celebrated it	I know how to store the feelings of success in my internal treasure chest





Religious Education (RE)

- Year 1 Big Question: What does it mean to belong?
- What does it mean to be a Christian?



In this unit, children draw on their understanding of belonging, and then relate this to what Christians from different traditions understand about belonging.

They look at what Jesus taught about children, and how the church welcomes children into its family. They think about how people show they belong and what is special about belonging.



Spanish

My local area

- Children will learn about the main places in the local area including parks.





Physical Education

- PE Days - Wednesday and Thursday
- **Complete PE Scheme of Work**
- **Specialist teacher:**
- Gymnastics
- **Class teacher:**
- Dance - Growing





Music

- **Music:** The Four Seasons by Antonio Vivaldi - looking at music based on the weather.





Key Events Coming Up in Spring 1

Our education visit this half term is linked to our English topic: Fairy and Traditional Tales.

- We will be organising a visit to the Discover Children's Story Centre where the children will be able to use their imagination to create their own stories.
- **England and Wales - Thursday 25th January 2024**
- **Northern Ireland and Scotland - Thursday 8th February 2024**
- Please let your class teacher know if you would be interested in helping with this visit.





Volunteers

We are looking for parents and carers to volunteer to accompany classes on their educational visits.

We would like to create a bank of people who can be called on to support the school in ensuring all children are able to attend at least one educational visit each half term.

Parents and carers who are interested would be asked to complete a DBS as part of our safeguarding policy.



Behaviour & Expectations

- Punctuality and attendance are crucial - lessons start at 9:00am - remember soft start begins from 8:45am so families can arrive at school from this time.
- Safeguarding: Please do let the teacher know if your child has had an accident or has a mark or bruise. Please do not be offended when we ask about them.
- We expect pupils to make the most of every lesson - focus and attention are key (and we ensure the lessons are enjoyable and memorable).
- Please download the **MyEd App**. If you have concerns about attendance, please speak to Mrs Fordham or Mrs Tshuma.

Home Learning



-
- Each child should read at home every day for at least 10-15 minutes. **They** record this at least 5x a week in the reading records.
 - Home learning activities will be uploaded onto Microsoft Teams every Friday. Please encourage your child to complete these tasks. The activities will consist of spellings to learn and write into sentences.
 - **Optional:** Half termly project based on the whole school theme for the half term and the year group 'big question'.
 - The children will have access to Numbots, Oxford Reading Buddy (ORB)
 - Each week, the children will bring home their RWI books. Please ensure they read their books every day. Please refer to the questions at the back of the RWI books to support children with their comprehension skills.



Supporting Pupils at Home

- Please ensure that your child reads every evening (aim for 20 minutes). You can help by discussing the meaning of key words and asking questions about the book that your child is reading.
- Ensure that an adult has signed the child's reading record each day.
- Encourage your children to read a range of reading material - magazines, graphic novels, newspapers etc.
- Children also benefit from being read to.



Brampton Behaviour Policy

- We use BPS points, good news notes and celebration assemblies to reinforce positive behaviours and good work.
- We use a learning zone system in class for behaviour - consequences for not following the school rules include time out in another classroom and a blue letter home.
- Very poor behaviour at break or lunchtime may result in pupils being given a behaviour reflection - missing some of their lunch break with a member of SLT.



Class Worry Boxes

- Worry boxes provide a way for pupils to share any concerns or worries they have with their teacher - there is one in every classroom and these are checked regularly throughout the day.





Uniform & PE Kit

School Uniform

- Plain or school blue jumper, cardigan or fleece
- White school shirt, polo shirt or T-shirt
- Grey or black skirt, pinafore or trousers
- Blue and white checked dress
- White/navy blue/black headscarf
- Plain black shoes or trainers
- Black, grey or white socks or tights
- Preferably no jewellery - watch and stud earrings only
- An appropriate coat to keep your child warm and dry

PE Kit

- No jewellery and no earrings (studs will need to be taped if kept in)
- Plain blue or school logo PE T-shirt
- Black trainers or plimsolls
- Black, grey or navy shorts in warm weather
- Plain black, grey or navy tracksuit bottoms in cold weather

(Pupils should come to school in their PE kit on their PE days)



Working Together

- The children make the best progress when there is a partnership between home and school, so...
 - Please support and reinforce the school's rules and expectations (behaviour, uniform, attitude etc.).
 - Do communicate any worries, queries, questions or concerns you might have - we want to help! First of all, please speak to your child's class teacher, then the year group leader and then a senior leader.
 - Email info@brampton.newham.sch.uk or see a member of the senior leadership team.



Any Questions?

