



GATEWAY SCHOOL
GREAT MISSENDEN



Welcome to Year 1

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Head of Key Stage 1

You can contact our Head of Early Years and Key Stage 1 using the following email address: **HeadOfEarlyYearsKS1@gatewaysch.co.uk**

You can see the Year Group Resources in the Parent Area on the school website. **<http://gatewayschool-bucks.co.uk/login>**



Changes for the Year

Year 1 marks the exciting transition from Foundation Stage to Key Stage 1 - the programme of study which children follow for the next two years.

The Year 1 curriculum becomes more structured and the children begin to work increasingly independently. They are encouraged to take pride in their work and give thought to presentation. By the end of Year 1 the children are able to evaluate and assess their own work.

In the classroom, the children are encouraged to take responsibility for their own school possessions and to organise their time efficiently. Please let your children come through the front door independently, this will enable them to prepare themselves for the day ahead.

Tapestry - an online Learning Journal

Tapestry is our online learning journey for home and school. Staff record children's progress and activities using tablet devices and PCs. Parents can view their child's journal on mobile devices and on their home computers, and can make observations of their own using a secure login system. Sharing observations in this way helps us build a picture of each child's achievements.

Communication with Parents

A weekly newsletter is emailed to parents on Friday afternoon with reports and photos from each year group. A weekly communications bulletin is also emailed every Friday lunchtime with dates and reminders for the forthcoming week. You can also follow Gateway School on Facebook and Twitter.

Celebrating Children's Achievements

We celebrate each child's achievements by nominating them for a 'My Best' certificate. We recognise where children have demonstrated our ASPIRE values and celebrate their success in assembly.

The English Curriculum

Reading

We want reading to be a lifelong pleasure for our children. We share stories with them in order to model good reading habits. The children read individually from a variety of genre and participate in group guided reading activities to foster engagement and discussion.

The process of reading involves decoding words, building fluency and developing comprehension. It will usually take a young child three readings of the same text to become proficient. Once fluency is achieved, we discuss the story, talk about the characters, their behaviour, the events, the setting, and they learn to make predictions and answer 'why' questions. You might also like to do this at home. Help your child to suggest different characters they would like to introduce into the story or perhaps they can think of a different ending. Their reading book will be sent home each evening for them to share with you. Please initial your child's reading record book when you have heard them read and comment if you wish.

Library

The children have a timetabled library lesson and are able to borrow a book to share at home.

Reading lists

We would like to direct you to the Book Trust website

<http://www.booktrust.org.uk/> for up to date reading lists for your children.

Book Trust is the largest reading charity in the UK. Their website provides reading lists which are categorised carefully into age bands or interests. For example; there is a list entitled, 'Great Picture Books for Dads to Read Out Loud'. There is a short précis of each book and both a reading age and suitability age. The website has many other features which you and your children will find interesting: 100 Best Books, Best New Books (updated monthly), Tips for Reluctant Readers are just a few.

Phonics Programme

Phonics is taught four times a week in small fluid groups, using the Read Write Inc. and Get Writing programmes. Using a number of kinaesthetic, auditory and visual activities, children learn how to build longer words using the simple and complex sounds.

You can find information about the way each sound is pronounced in the Year Group Resources in the Parent Area on the school website.

<https://gateway-school-bucks.co.uk/login>

Spellings

Spellings are set by the phonics teacher to reinforce the sounds being learnt. We use the look, say, cover, write, check method to learn them. The children also learn to spell tricky "red" words. These are sent home weekly to practise.

Writing

Composition

Children write daily for a variety of purposes, in all areas of the curriculum. In specific English lessons the starting point for a writing activity might be a story book, a weekend or holiday experience or a stimulus provided by the teacher. The next very important step involves partner work with the emphasis on talk for writing in order to clarify their ideas. The children are taught to use capital letters and full stops accurately and to check their work for this. They develop skills in descriptive writing using a wide range of adjectives and adverbs. They learn to extend their sentences with appropriate conjunctions and to add suffixes to regular words.

Handwriting

We use a cursive style of writing. At all times, the children are encouraged to use the correct letter formation and a comfortable pencil grip. This is practised and reinforced in handwriting lessons and in their written work. The

children are also encouraged to take care with the proportion of letters and the spacing between words.

Speaking and Listening

Children are encouraged to speak clearly when working in pairs, in small groups, to the class and in assemblies and presentations. They tell stories and describe events from their own experience in an audible voice. Children are taught to listen attentively and with consideration to others in class.

Every week, children have the opportunity to bring in an interesting object for show and tell. This helps to develop confidence when sharing ideas and to broaden their vocabulary to engage the listener. They also take part in the school poetry focus and learn a poem to present individually.

Mathematics

We use the Power Maths programme to support our teaching. Power Maths includes online learning resources, textbooks and pupil workbooks. Each unit is introduced with multiple representations both practical and visual before formal methods are introduced. Reasoning underpins mathematical development throughout.

Practical maths continues to be important, although the amount of recorded work will increase. Maths will be taught through the domains of: number, measurement, geometry, position and direction, and statistics. Number and Calculation are the main focus of the curriculum and children are taught to count to and from 100 and in patterns of 2's, 5's and 10's. There are certain areas of learning which require constant repetition. Number bonds such as $2 + 8$ makes 10, $3 + 7$ makes 10, need to be known by heart. Children need fluency with number facts as this means they are able to apply facts to problem solving.

Mental strategies are developed to help children solve calculations. Learning number doubles and halves will help with this.

Children also gain experience of numbers in a shopping situation; adding amounts of money, calculating change and combining coins to make specific amounts. Children develop their knowledge of 2D and 3D shapes and describe their properties. They also measure using standard and non-standard units. They learn to tell the time on the hour and half past and have practical experiences relating to capacity. They are shown how to extract information from a simple graph and create a block graph or pictogram of their own.

Helping at home with maths

There are a variety of ways to support your child with maths at home

- Counting up to 100 and back
- Counting cutlery in 2's, 5's and 10's
- Solving number problems, 'If I had 10 sweets and ate three, how many would I have left?'
- Shopping, look at price labels; calculate the price for two of the same item, allow children to count up the loose change in your pocket
- Cooking; weigh the ingredients
- Time; refer to the clock when making journeys or undertaking activities, highlight the passing of time
- Fun number games can also be found on the internet
- A 100 square poster helps to look at number patterns

Cross Curricular Areas of learning

Cross curricular delivery of English, History, Geography, RE and Science helps to develop higher order questioning skills, integrate knowledge and understanding thus making it more relevant to the children's world. Class set texts will provide the necessary literacy links.

Scientific enquiry skills are developed to allow independent thought through a range of investigations where children learn the importance of careful observation, prediction, and asking relevant questions using scientific language. The children explain what they have seen and begin to record their findings scientifically.

Autumn Term

The topic of Ourselves includes: a look at the parts of the body and keeping healthy, Senses, Festivals and Celebrations - looking at celebrations around the world.

The topic of Explorers includes: looking at famous explorers from the past, finding out where they travelled to and what they came across on their journeys. We also look at the difficulties that these brave people faced and how they overcame them.

Spring Term

During our Recycling topic, the children explore different materials and how they can reduce, reuse, recycle in their own lives. They consider the meaning of recycling, where our rubbish goes and how we can recycle and care for our environment.

The Houses and Homes topic, develops historical enquiry and geographical knowledge as the children discover what homes used to look like in Britain and how their homes compare to those around the world.

Summer Term

In our Food and Farming topic the children consider the questions: 'Why is food important?' and "Where does our food come from?" They develop an understanding that food is grouped into different categories. They sow, care for and harvest food, as well as preparing nutritious meals. The children also investigate the significance of food in religious life.

Trips and Visits

The impact of educational trips is an important element in developing the children's knowledge and understanding of the world around them. These visits are designed to link carefully with the areas of learning, to engage and stimulate curiosity. Trips may include:

- The Discovery Centre in Bracknell
- The Recycling Centre and Charity Shop
- The Chiltern Open Air Museum
- The Pick Your Own Farm
- Pizza Express

Forest School

The children spend a portion of each Thursday learning outside. The programme will help to make the children feel confident in their outdoor environment. They explore and learn about plants, trees and animals in our local environment.

Children will need the school red waterproof suit for Forest activities and a pair of wellies kept in school.

Specialist Lessons

The children have specialist teachers in the following subjects: PE, Technology, Art, Music and French. The content of specialist subjects is generally linked to topics; performances, trips and events will build on the theme for the term.

Computing

Computing lessons follow the National Curriculum and take into account the student's individual needs. The curriculum is taught on iPads by the classroom teacher (guided by Computing Coordinator) and is broken into 4 main areas; E-Safety, Understanding and Using Technology in Our Lives, Design and Presentation, and Programming. Wherever possible the content is connected to other subjects including links to 'Take One Picture', as well as to topics such as 'Recycling' and 'Houses and Homes'.

E-Safety - (how to stay safe online)

- Smartie the Penguin; learning to set and use passwords and how grown ups can help us

Understanding and Using Technology in Our Lives - (how technology is created, how it functions and how it impacts our daily lives)

- How iPads work; opening and closing of apps navigating and searching

Design and Presentation - (the ability to access, use and express oneself using digital technology)

- Book Creator - app used to create e-books
- Puppet Pals - app used to bring stories to life
- Adobe Voice - presenting app, used to present the children's learning about Houses and Homes
- Morfo - app used to animate objects, used for children to show their learning about materials

Programming - (the process of writing computer programs)

- Computer programming and control- Espresso (online programming/ coding course), coding clubs are also offered to students who are interested in learning more about coding

French

In Year 1, the emphasis is very much on listening skills and spoken French. The children are encouraged to enjoy their lessons and to imitate correct pronunciation. Fun and repetitive songs, rhymes and stories are used extensively to reinforce the language used. Themes covered include: numbers to 30, colours, animals, clothes, parts of the body, the family, days, months, weather, likes and dislikes, simple instructions and self-introductory questions and answers. The children are also introduced to a few well-known French places and customs.

Art

Art work is closely linked to classroom topics and introduces children to a range of processes and media. They explore different mark making techniques in pencil to draw portraits and experiment combining recycled materials to create collages. Skills in cutting, tearing and colour mixing are re-enforced. During the summer term, children learn to shade and blend in oil pastel and how to use the wax resist technique.

Design and Technology

In Year 1, Design and Technology projects closely follow topics covered in the classroom, building on skills and knowledge with which they are already familiar. Children work in small groups on practical tasks, which are recorded in a digital portfolio using the app Seesaw. Simple mechanisms such as sliders, levers and linkages are the focus of early work to create a moving model, with later projects focussing on recycling in the spring term and growing healthy foods during the summer.

Music and Singing

Year 1 have music as a class group once a week and singing as a year group once a week. In the weekly music lessons Year 1 pupils are ready to explore musical concepts in more detail. They learn about pitch and build an understanding of the musical scale using games on tuned percussion instruments. They start to learn about musical notation, beginning with unpitched rhythm and how different length notes are written down. Singing continues to play an important role in the lessons and the children have plenty of performance opportunities. We focus on performance technique when preparing songs for year group productions.

PE and Sport

In Year 1, children continue with a PE lesson four times a week taught by specialist teachers. This provides them with opportunities to further develop body control, such as balance and coordination, through gross motor skills like running, skipping, hopping, crawling and climbing. Children enjoy using equipment such as bats and balls, hoops, quoits and bean bags, both individually, and with others. As well as physical progression, we also give attention to cognitive, emotional and social development by creating inclusive, play based learning environments.

Swimming

Weekly swimming lessons in the spring term teach water confidence for some whilst others start to develop the foundations of stroke work through games and activities in the water.

Homework

Children will receive 10 minutes of homework per night, Mon-Thurs:

- Spellings (Our spellings are checked on a Friday. We avoid the use of the word "test".)
- Number games
- Grammar workbook
- Reading daily to an adult

Children will normally have one week to complete any written homework.

Equipment

Children will be provided with all the pencils and pens they need in lessons, they do not need to bring in a pencil case. Kit bags should be brought to school every Monday and will be sent home at the end of the week. Children may bring their P.E. kit home during the week to wear to school the next morning and should bring their school uniform in their red bag to change into after P.E. Book Bags are brought into school daily and should contain a water bottle, plastic reading folder and a healthy snack (if required). Children will need a pair of trainers, art apron, red waterproof Forest School suit and a pair of wellington boots which will be kept at school during term time.

Uniform

School shoes need to be smart flat black shoes which can be fastened securely with Velcro or a buckle (no slip-on shoes or plimsolls). To order new uniform, contact Louise Blissett by emailing louise@copperfieldsclothing.com or you can order new uniform through www.copperfieldsclothing.com.



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