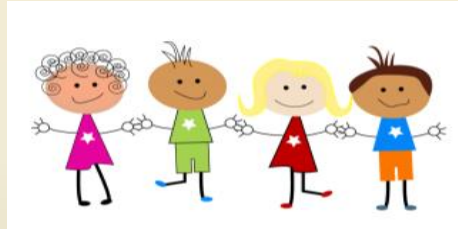


Welcome to Saffron & Tangerine Class

Teachers:

Christina Bellini

Katie Harris



Support Staff:

Edwin Solomon, Debbie Mallitte

Attendance & punctuality

- Start of the day – 8.45 – 8.55am (open door policy) – school starts at 9am
- Late arrivals – if the gate is closed, please report to the office.
- Absences – call the school office and let them know.
- End of the day – 3.15 (gates open) 3.30pm (school ends)
- School dinners - If your child wants to change to packed lunch, you will need to **give the office 1 weeks notice**.

Illness

- **Be Covid aware** - If someone in your household has a **temperature** or a **persistent cough, loss of smell or taste** do not send them to school.
- If your child has a **stomach bug** please keep them at **home for 48 hours** after the last incidence of vomiting or diarrhoea and call the office.

Communication

- Please let us know if your child is going to be **picked up by someone else**.
- Look out for **school letters/dates** and reminders that come home in their book bags.
- Check the **school website**.
- **Termly topic map and newsletter**.
- **Fortnightly newsletters**.



UNIFORM & PE KIT

Please make sure **ALL** clothing and shoes are labelled.

Please remember:

Small stud earrings only, no nail varnish, long hair tied back.

PE - Tuesday am & Thursday am.

Children **should** wear their **PE kit** to school on **Thursdays**.

PE kit – plain house team T-shirt, black shorts/joggers, plimsolls/trainers & Sweatshirt/fleece in winter.

Behaviour and learning behaviour



Positive behaviour policy

Stay on green behaviour

Raffle tickets behaviour

House points working well together

Children of the week collective

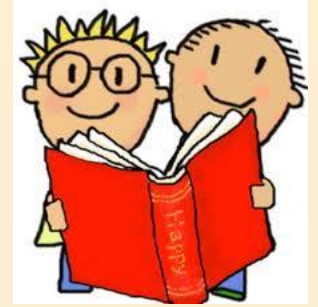
worship for achievement & showing
our Christian values.

Year 1 Focus for this term

- **reading** - the aim is to finish Yr 1 on an end of green/beginning orange band.
- **phonics**, tricky words and high frequency word knowledge
- **spelling** patterns
- **improving vocabulary through reading and daily stories**
- **letter formation**
- **sentence writing**
- **number skills, problem solving and life skills**
- **improving confidence & independence**
- **ensuring your child is safe and happy at school**

Reading

Reading assessment - first 2 weeks



In school - we use **DSR** (Daily Supported Reading).
The children will read everyday but will be **supported by an adult twice a week.**

3 x Reading books will go out on a **Friday**.
- 2 decodable books at your child's level and a library book chosen by your child.
Please return them by the **following Wednesday**

Additional Reading challenge books to be allocated once reading assessments are completed.

Phonics

- 'Floppy Phonics' done daily.
- The first half term the children will **revisit level 2 & 3** and then move onto **level 4 & 5** through the year.
- The children will continue to **use actions** for each sound, **read & write words and sentences**.
- We will practise **real and nonsense words** and do a phonics activity every day.
- Please practise the **Year 1 High frequency words** provided for you. (at the end of this presentation/in reading records)
- Websites you could use at home:
- [Phonicsplay](#), [Letters and sounds on Topmarks](#), [Phonics Bloom](#), [Cbeebies](#)
- [Alphablocks](#) - on Cbeebies and Twinkl

**Please note phase 2 = FP level 2,
phase 3 = FP level 3 etc**

Maths



Autumn term	<div>Number</div> <div>Place value (within 10)</div> <div>VIEW</div>	<div>Number</div> <div>Addition and subtraction (within 10)</div> <div>VIEW</div>	<div>Geometry Shape</div> <div>VIEW</div>	Consolidation			
	<div>Number</div> <div>Place value (within 20)</div> <div>VIEW</div>	<div>Number</div> <div>Addition and subtraction (within 20)</div> <div>VIEW</div>	<div>Number</div> <div>Place value (within 50)</div> <div>VIEW</div>	<div>Measurement</div> <div>Length and height</div> <div>VIEW</div>	<div>Measurement</div> <div>Mass and volume</div> <div>VIEW</div>		
Spring term	<div>Number</div> <div>Multiplication and division</div> <div>VIEW</div>	<div>Number</div> <div>Fractions</div> <div>VIEW</div>	<div>Geometry Position and direction</div> <div>VIEW</div>	<div>Number</div> <div>Place value (within 100)</div> <div>VIEW</div>	<div>Measurement Money</div> <div>VIEW</div>	<div>Measurement</div> <div>Time</div> <div>VIEW</div>	Consolidation

Teaching for mastery

Our research-based schemes of learning are designed to support a mastery approach to teaching and learning and are consistent with the aims and objectives of the National Curriculum.

Putting number first

Our schemes have number at their heart. A significant amount of time is spent reinforcing number in order to build competency and ensure children can confidently access the rest of the curriculum.

Depth before breadth

Our easy-to-follow schemes support teachers to stay within the required key stage so that children acquire depth of knowledge in each topic. Opportunities to revisit previously learned skills are built into later blocks.

Working together

Children can progress through the schemes as a whole group, encouraging students of all abilities to support each other in their learning.

Fluency, reasoning and problem solving

Our schemes develop all three key areas of the National Curriculum, giving children the knowledge and skills they need to become confident mathematicians.

Concrete - Pictorial - Abstract (CPA)

Research shows that all children, when introduced to a new concept, should have the opportunity to build competency by following the CPA approach. This features throughout our schemes of learning.

Concrete

Children should have the opportunity to work with physical objects/concrete resources, in order to bring the maths to life and to build understanding of what they are doing.

Pictorial

Alongside concrete resources, children should work with pictorial representations, making links to the concrete. Visualising a problem in this way can help children to reason and to solve problems.

Abstract

With the support of both the concrete and pictorial representations, children can develop their understanding of abstract methods.

If you have questions about this approach and would like to consider appropriate CPD, please visit www.whiterosemaths.com to find a course that's right for you.

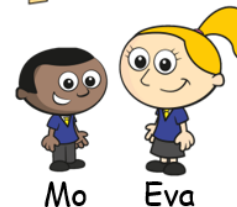
1) How many pears?



2) How many fingers?



3) Who is taller?



4) 1, 2, 3, 4,

Sort objects

1) Sort the objects into groups. Circle each group.



How did you sort them?

2) Sort the objects into groups. Circle each group.

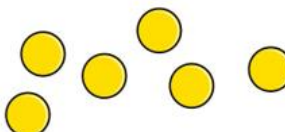
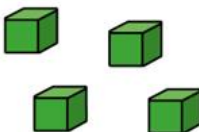


How did you sort them?

3) Sort the shapes into two groups. Draw each group.



Kim and Mo are trying to find the sorting rule.



Kim

The objects are sorted into cubes and counters.



Mo

The objects are sorted into green and yellow.

Who is correct? How do you know?

Hands on learning using manipulatives.

It is inclusive as nurtures and challenges.

1) What colour is the circle?



red

2) What shape is this?



square

3) What is the same?
What is different?
Both rectangles
Size, colour



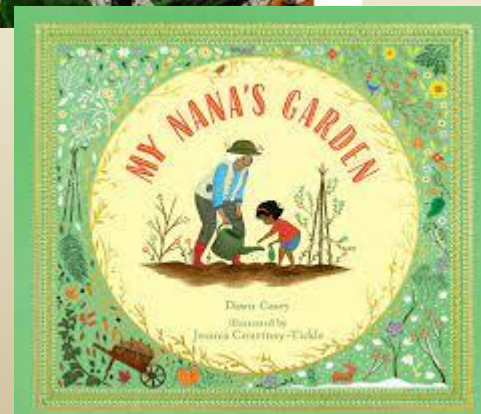
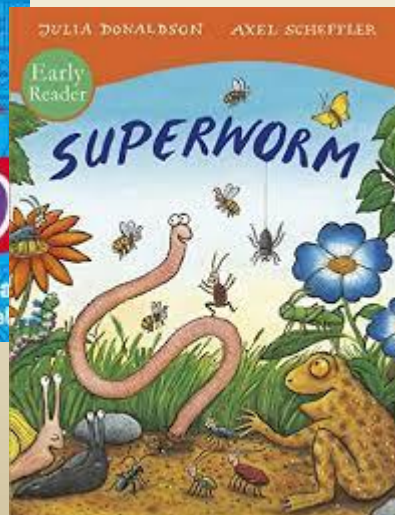
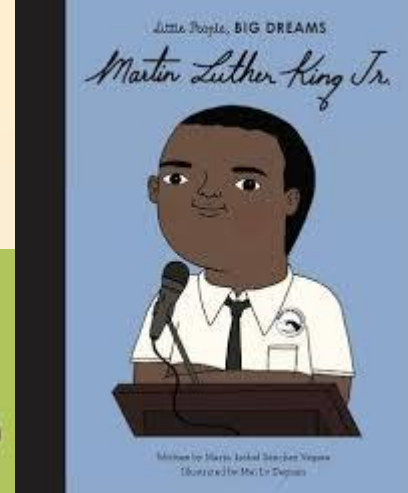
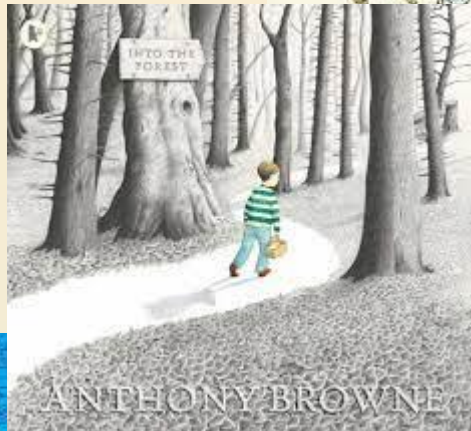
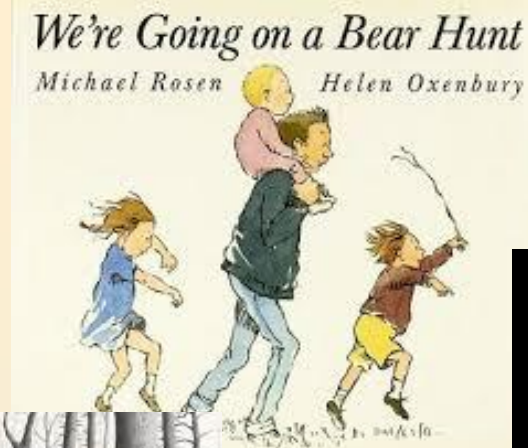
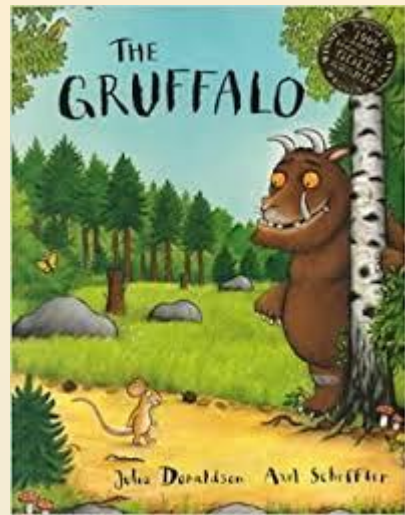
What is the same?
What is different?

Colour, size
Shape, number of holes



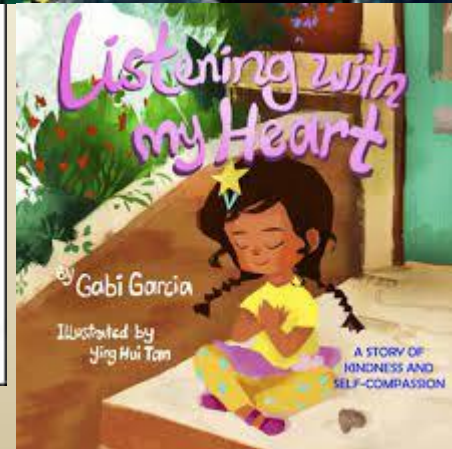
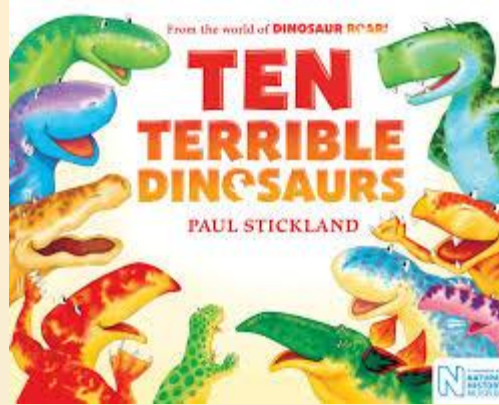
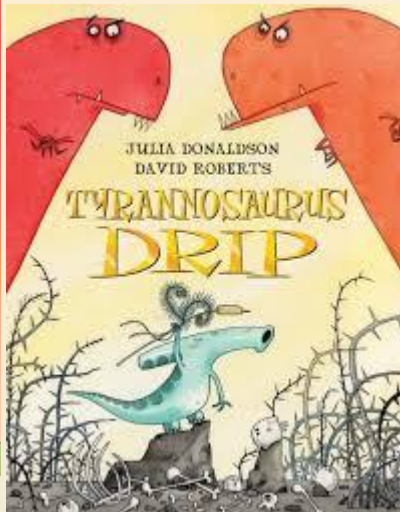
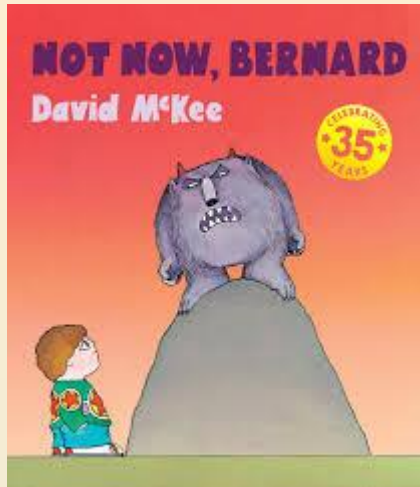
Interactive and fun Assessments

Autumn term



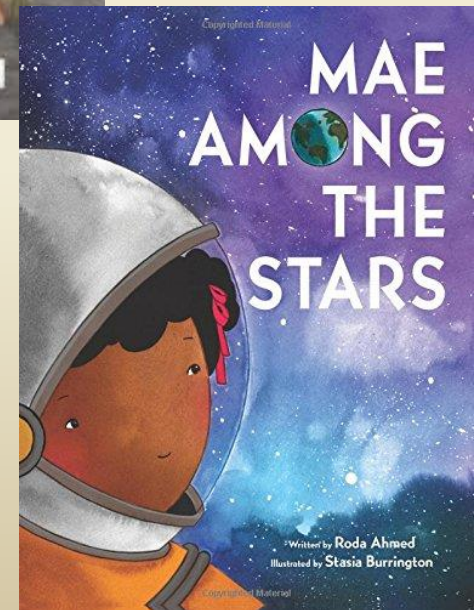
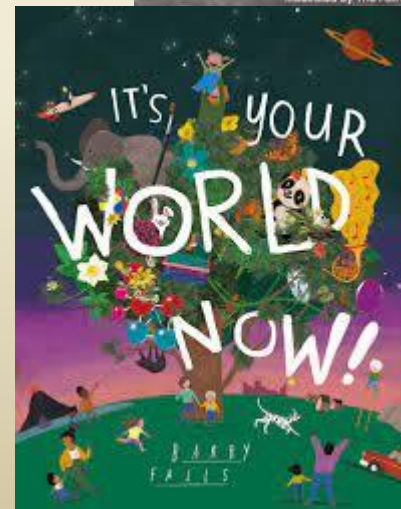
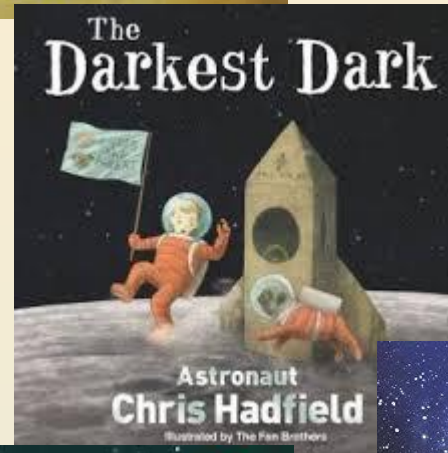
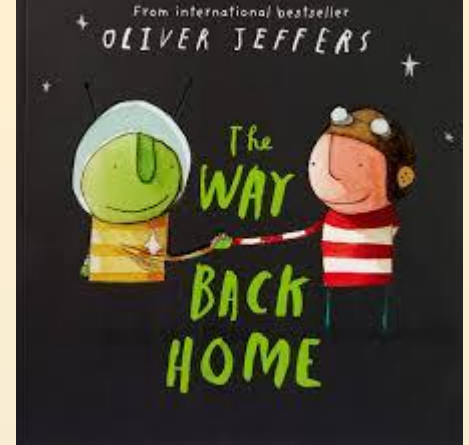
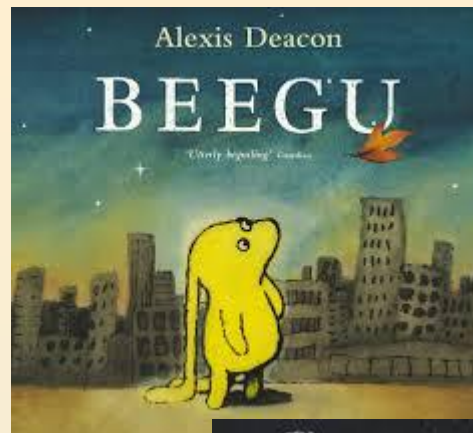
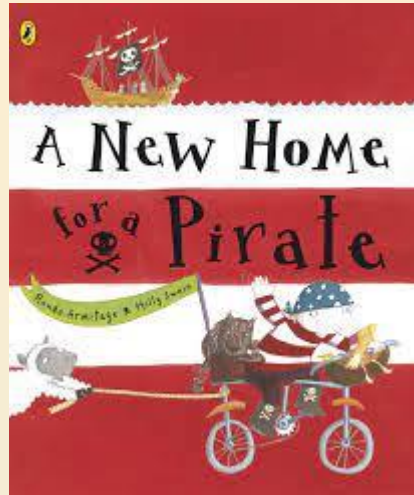
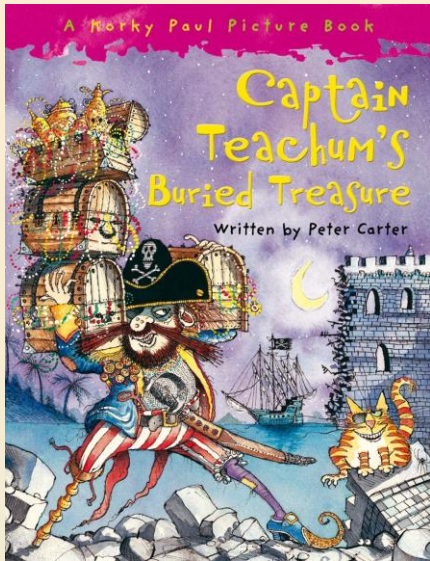
Plants
Animals
Seasons
Local area
Superheroes
Creation
Nativity

Spring term



Childhood.
Dinosaurs.
Senses.
Seasons.
Hinduism
Easter story.

Summer term



Pirates
Space
Materials
Seasons
Noah
The Our Father



















Homework

- **Daily reading**
- **Practise number bonds to 10**
- Practise counting in 2s, 5s and 10s
- **Practise numbers to 20**
- Practise telling the time to the hour/half hour
- Practise using money
- Practise writing the **alphabet, their name, Phonic sounds, tricky and high frequency words, spelling and sentences**
- **2 x decodable reading books and a library book.**
- **Maths – Numbots** (in a few weeks)
- Spring term - spellings
















Oxford Owl

- The login for Oxford Owl, for **e-books at the children's level and maths games**, is:
 - > <https://www.oxfordowl.co.uk/>
 - > login: lowerphasesnr1
 - > password: School

Level 1+

s  sun	a  apple	t  teddy	p  pan
i  insect	n  net	m  man	d  dog
g  gate	o  octopus	c  cat	k  key
-ck  duck	e  egg	u  umbrella	r  rabbit
h  hat	b  bone	f  fish	-ff  cuff
l  lion	-ll  hill	-le  bottle	-ss  dress

Level 2

j  jug	v  van	w  web	-x  fox
y  yo-yo	z  zip	-zz  buzz	qu  queen
ch  chick	sh  ship	th  this thumb	-ng  ring
-dge  bridge	-ve  glove	wh  wheel	-cks  ducks
-tch  hatch	-nk  ink		

Level 3

Floppy's Phonics

ai



aim

ee



eel

-igh



knight

oa



goat

-oo



cook

oo



spoon

ar



arm

or



fork

ur



purse

ow



owl

oi



oil can

ear



ear

air



hair

-er



builder

er



herbs

-ue



rescue

-ue



glue

-ure



pure

-ture



picture

Level 4

Floppy's Phonics

-ay



tray

oy



toy

ea



eat

-ie



pie

ow



bow

ew



newspaper

-ew



screw

ou



mouth

ir



bird

aw



yawn

eer



deer

-are



scarecrow

-ce



dance

-ea



bread

o



onion

-ed



dropped
rained

Level 5 split digraphs Floppy's Phonics

a-e



cake

e-e



compete

i-e



ice

o-e



rose

u-e



cube

u-e



flute

100 High Frequency Words

the
and
a
to
said
in
he
I
of
it
was
you
they
on
she
is
for
at

his
but
that
with
all
we
can
are
up
had
my
her
what
there
out
this
have
went

be
like
some
so
not
then
were
go
little
as
no
mum
one
them

do
me
down
dad
big
when
it's
see
looked
very
look
don't
come
will

into
back
from
children
him
Mr
get
just
now
came
oh
about
got
their
people
your
put
could

house
old
too
by
day
made
time
I'm
if
help
Mrs
called
here
off
asked
saw
make
an

