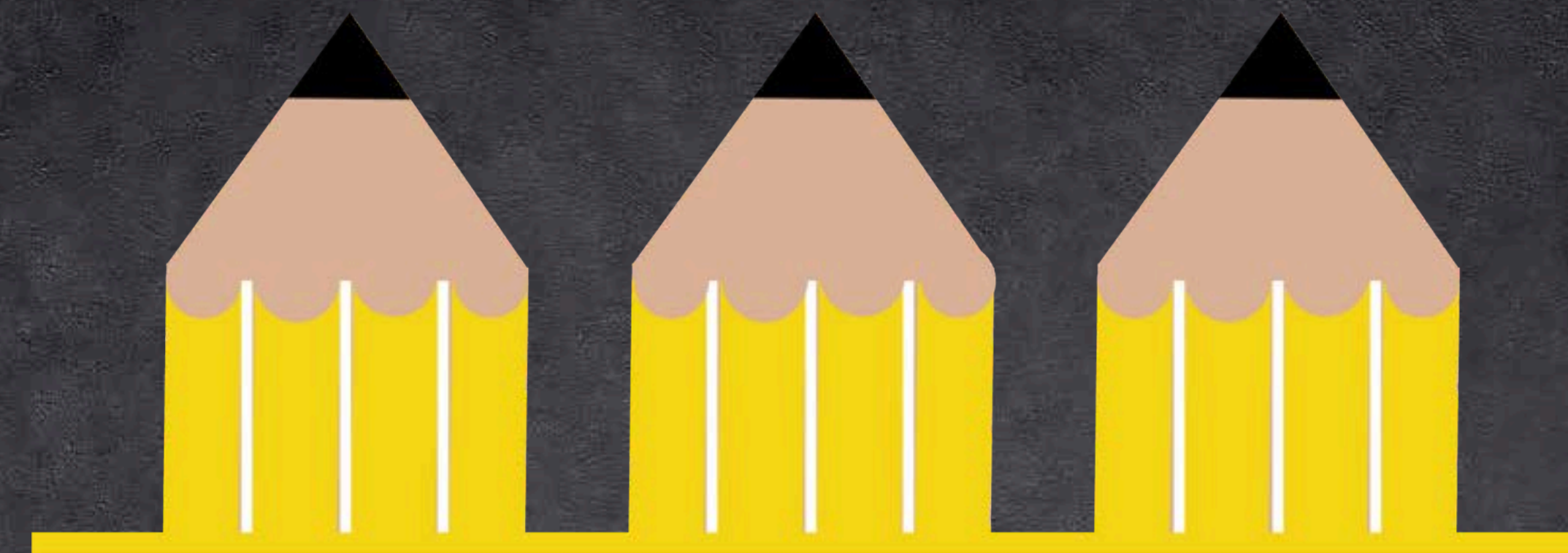




ALL ABOUT YEAR 1



Hello!

Our names are Miss Halliwell-Parker,
Miss Arundale and Mrs Hamilton and
we are the Year 1 class teachers.

We are really looking forward to
teaching your child this academic
year and we hope to have a great
year with you all!





Miss Waine

Miss Wood

Mrs Wills

These are our wonderful Teaching Assistants who will be helping in Year 1 this year.

ROUTINES AND TIMETABLE

In Year 1, we expect children to grow increasingly more independent.

We will be trying to promote this as much as possible in school as much as possible through unpacking/packing bags, looking after own belongings, taking charge of their own learning in provision and being able to look after their own hygiene as much as possible. We would really appreciate any support with this at home too.

Please note that we do not check
the children's bags or planners daily.

If there is something in there that we, please
send us a message on Dojo!

ROUTINES AND TIMETABLE

	8.50-9.05	9.05-9.20	9.20-10.15	10.15-10.30	10.30-11.10	11.10-12.00	12.00-1.05	1.05 - 1.20	1.15-2.15	2.15-2.30	2.30-3.20	
M O N	Hand writing	Assembly	Maths	B R E A K	Phonics	English	L U N C H	M A S T E R I N G N U M B E R	Art / DT	B R E A K	Art/DT	Book Vote Story time
T U E S	Hand writing	Assembly	Maths		Phonics	English			PPA PE		PPA RE	Book Vote Story time
W E D	Hand writing	Assembly	Maths		Phonics	English			Science		Music	Book Vote Story time
T H U	Hand writing	Assembly	Maths		Phonics	English			History/Geography		PE	Book Vote Story time
F R I	Hand writing	Maths			Phonics	English			Computing		PSHE	Assembly

As you can see, we are REALLY busy in Year 1! Further information about what your child is learning can be found in our Curriculum letters.

WHAT IS CONTINUOUS PROVISION?

Continuous provision is the learning environment and resources that children have access to every day. It gives children opportunities to play, explore, practise skills and follow their own ideas, while applying what they have been taught. We carefully choose the resources and activities available and join children in their play, ask questions, model skills and introduce new ideas to help move their learning forward. In KSI, continuous provision is not “just playing” – it is a way for children to apply and deepen their learning in meaningful, hands-on ways.

The transition from EYFS to Year 1 can be challenging and is often one of the biggest transitions children will experience throughout their Primary School journey. Continuing a play-based approach creates a smoother transition as children are familiar with this from EYFS.



"Children learn as they play.
More importantly, in play,
children learn how to learn."

-O. Fred Donaldson

“PLAY BUILDS THE KIND
OF FREE-AND-EASY, TRY-IT-OUT,
DO-IT-YOURSELF CHARACTER
THAT OUR FUTURE NEEDS.”

James L. Hymes, Jr.



CLASSROOM ENVIRONMENT

In our classrooms, you will see open shelves with carefully chosen resources, organised into areas. Your child will be used to this from EYFS, although some of the resources and areas may be slightly different to ensure challenge and progression. Children will have time throughout the day to access the continuous provision. We will call this 'busy time'. They can choose where they would like to play and learn and will develop a lot of independence.



HOW WILL MY CHILD LEARN?



Throughout the day, your child will learn in lots of different ways: altogether as a whole class, in small groups, choosing their learning in the classroom environment and accessing planned enhancements set by teachers.

We will teach them together as a whole class. After the short teaching, they will work with a teacher or TA in a small group at the focus table to complete an activity. The other children will access the continuous provision until they are called to complete group work. Some lessons will be done together as a whole class depending on what we are learning. Some subjects, such as PE and music will be taught whole class and the children will not access the continuous provision during this time.

CHALLENGES AND RECORDING LEARNING

Each week, children will be set mandatory tasks that they will complete across the week. These are called 'Challenges' which they also completed in Reception. Your child will be familiar with these must-do jobs. Photos will be taken and uploaded on Seesaw. Mostly, children take their own photos independently. As they gain confidence, they will add text and voice notes to explain and label their learning.

Children will also record some of their learning in books. We use floorbooks for foundation subjects where children will work in small groups and have their own coloured pen so it is easily recognisable as their work. Children have their own individual books for Maths, English, Handwriting and Art. Work will be available to view at Parent's Evening.



Haya
Casey
Lucy
Percy
Ava
Adley

WHITE ROSE MATHS

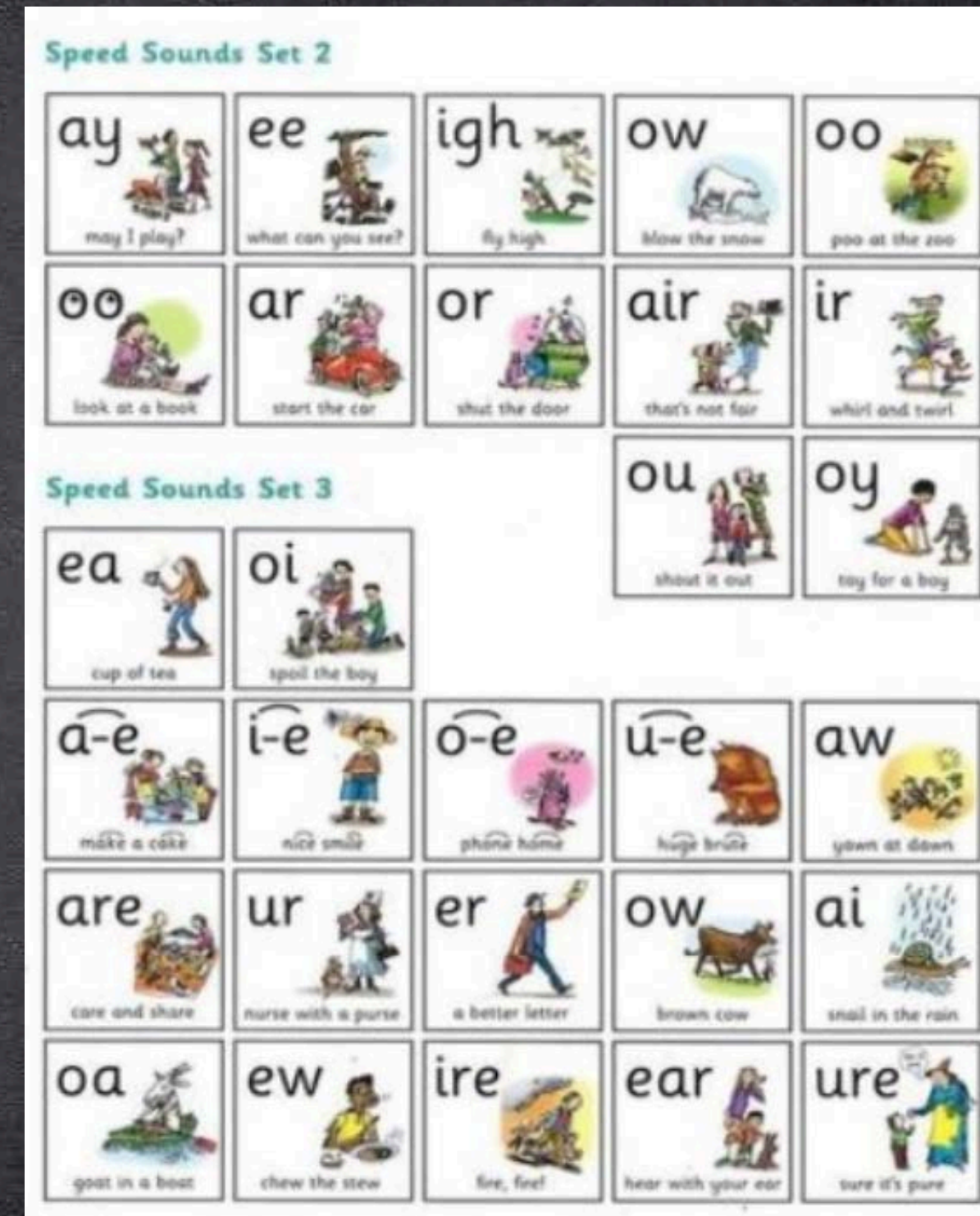
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number Place value (within 10) FREE TRIAL VIEW					Number Addition and subtraction (within 10) VIEW				Geometry Shape VIEW	Consolidation	
Spring	Number Place value (within 20) VIEW		Number Addition and subtraction (within 20) VIEW		Number Place value (within 50) VIEW		Measurement Length and height VIEW		Measurement Mass and volume VIEW			
Summer	Number Multiplication and division VIEW		Number Fractions VIEW		Geometry Position and direction VIEW	Number Place value (within 100) VIEW		Measurement Money VIEW	Measurement Time VIEW		Consolidation	

READ WRITE INC PHONICS

You will all be familiar of the RWI scheme as your child will have used it in Reception. Our focus for this year is for children to know all of their sounds, be able to segment and blend accurately and increase fluency in their reading.

In Year 1, we have a phonics screening check. It is taken individually by all children in Year 1 in England, and is usually taken in June. It is designed to give teachers and parents information on how your child is progressing in phonics. It will help to identify whether your child needs additional support at this stage so that they do not fall behind in this vital early reading skill. Mr Telford will be leading a Phonics Meeting on the 30th September at 6pm.

Please try your best to attend!





SCREEN TIME

As technology becomes an increasingly important part of children's lives, we want to work together with parents to promote healthy screen-time habits, raise awareness of online risks and ensure our children can explore the digital world safely.

1) Create healthy screen-time habits

The DfE recommends no more than 1 hour of screen time a day for 5 year olds. Be a positive role model and show them the importance of protecting time for sleep, reading, outdoor play and family conversation.

2) Think carefully about smartphones

Young children do not need unrestricted internet access. Consider shared family devices or limited-function alternatives.

3) Activate parental controls

Check app age ratings, disable unnecessary chat features and in-app purchases, and switch off autoplay.

4) Know what your child is watching

Keep devices in shared family spaces. Watch, explore and talk about online content together.

5) Encourage open conversations

Teach children to stop, close the screen and tell a trusted adult if something makes them feel worried or uncomfortable.



PERSONAL DEVELOPMENT PACT

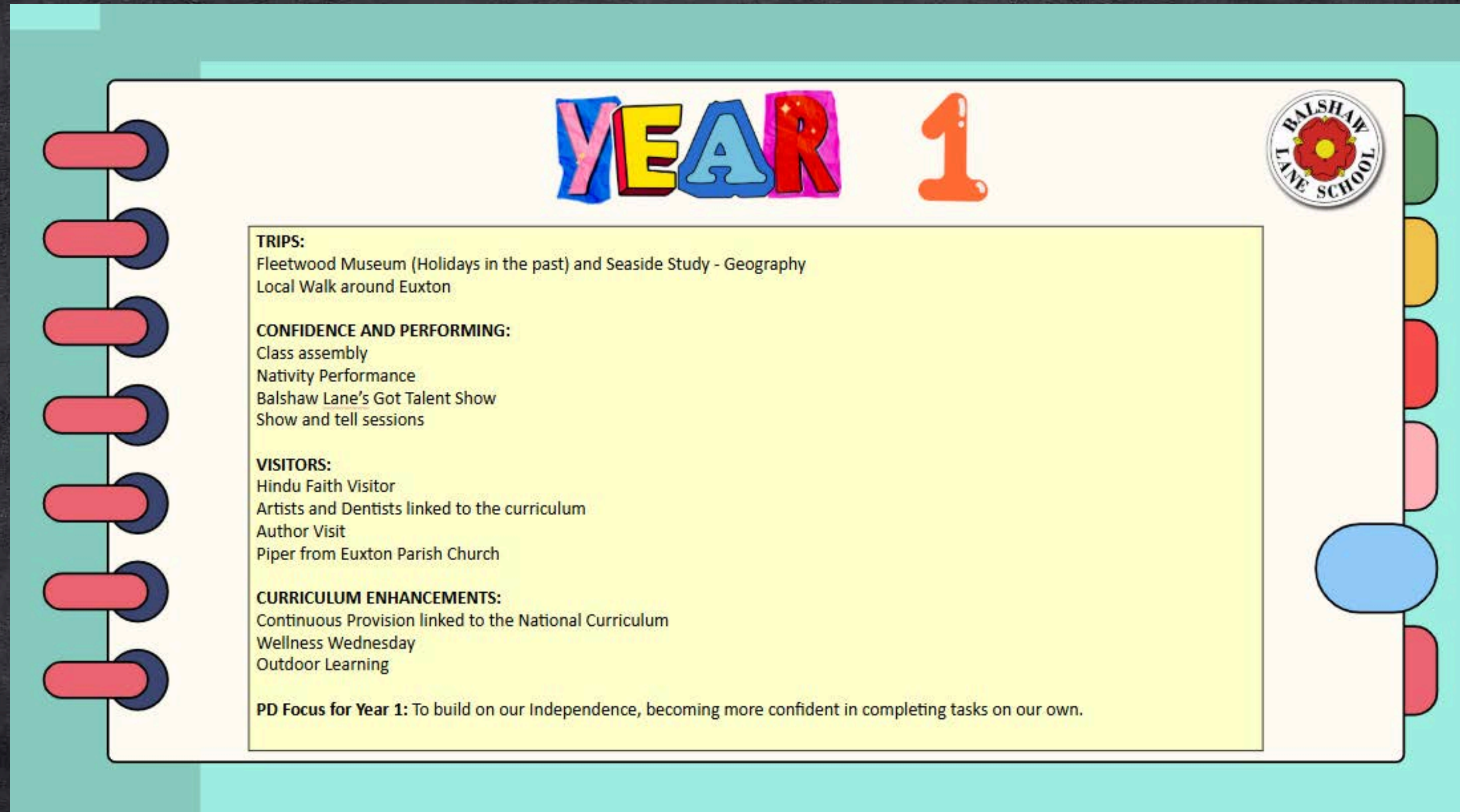
What is our Personal Development Pact?



Personal Development at Balshaw Lane is carefully planned throughout the 7 years and aims to develop happy, healthy, resilient and respectful individuals. Personal Development is also promoted through our rich, vibrant curriculum and extra-curricular opportunities.



PERSONAL DEVELOPMENT PACT



YEAR 1



TRIPS:
Fleetwood Museum (Holidays in the past) and Seaside Study - Geography
Local Walk around Euxton

CONFIDENCE AND PERFORMING:
Class assembly
Nativity Performance
Balshaw Lane's Got Talent Show
Show and tell sessions

VISITORS:
Hindu Faith Visitor
Artists and Dentists linked to the curriculum
Author Visit
Piper from Euxton Parish Church

CURRICULUM ENHANCEMENTS:
Continuous Provision linked to the National Curriculum
Wellness Wednesday
Outdoor Learning

PD Focus for Year 1: To build on our Independence, becoming more confident in completing tasks on our own.

HELP US TO HELP YOUR CHILD

- Sometimes children find it tricky to answer 'What did you do at school today?' Instead, try this:

Who did you play
with today?

What was the best thing
about today?

Which areas did you
play in today?

Can you tell me about
something you created?

What did you
find tricky?

- Speak positively and with encouragement about completing challenges

- Reading at LEAST 3x a week and record in reading record

- Supporting us in embedding our school rules (Ready, Respectful and Safe)

Thank you so much for coming!
If you have any questions, please
let us know!