

Welcome to Year One

Meet the Team

Creativity - Excellence - Resilience

Who's Who

Miss Andrews

Mrs Upton – Monday and Tuesday

Miss Harvey – Wednesday-Friday

Miss Cork - Monday to Wednesday

Miss Smith – Thursday and Friday

Mrs Huggett



Louie Andrews
Class Teacher



Faith Harvey
Teaching Assistant



Jody Upton
Teaching Assistant



Karen Cork
Class Teacher



Mary Smith
Class Teacher



Chelsea Huggett
Teaching Assistant

Who's Who

Mrs Brookes, Thursday (Music)

Mrs Smith, Wednesday (Art)

Stewart Bristow Thursday (Tennis)

Laura Andrews (Dance)



Helen Brookes
Music Teacher



Cally Smith
Art Teacher



Stewart Bristow
Tennis Coach



Laura Andrews
Dance Teacher

Year One

- Classroom environments
- Outdoor area
- Continuous provision meets National Curriculum



Curriculum

- How we teach in Year One: In Reception the children were receiving three adult inputs (plus a story and collective worship) each day and the rest of the day was *exploring time*. This is when the children access the indoor and outdoor environments and select their own activities. So this has been our starting point.
- Topics which make our learning meaningful. Cross-Curricular lessons where relevant.
- As the year progresses the adult directed activities will increase, however there will continue to be sessions of exploring time every week.
- In addition we have music, tennis and art lessons. For Computing we will be the classroom this term and then we'll be going up to the Computer room after October half term.

Year 1 Overview (2024-25)

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Theme	Ourselves and our school	Superheroes	Toys	Amazing animals	Farm to fork	Incredible inventors
Trips/Visits/Experiences	Forest School trip to Cove Woods Walk around the village	Superhero dress up day Clip and climb	Walk around village Parent and baby visitors Pet project	Grandparent visitors	Farm Trip	Allotment & Stream Walk
Parent Sharing Opportunities				Share my learning assembly	Bridge Proms	



Core Texts	Rosie's walk Pat Hutchins Billy and the Beast Nadia Shireen	Fireworks safety code Eliot the Midnight Superhero Anne Cottringer Supertato Sue Hendra	Selection of non-fiction text (creatures) Dogger Shirley Hughes	Non-fiction books about mammals Call me gorgeous Giles and Alexandra Milton Storm Whale Benji Davies Let's Hatch Chicks Lisa Steele	Oliver's Vegetables Oliver's Fruit Salad Vivian French Stone Soup Heather Forest and Susan Gaber	Selection of biographies Green ship Quentin Blake The Story Machine Tom McLaughlin
	Non-fiction – List, (ingredients), labels (on maps) and captions Narrative: sequencing and retelling Non-fiction: Recount (trip)	Narrative: Rhymes and repetitive language Non-fiction: instructions (fireworks code and features of a superhero)	Narrative: story with a familiar setting Non-fiction: explanation	Non-fiction: non-chronological report Narrative: Story sequence Poetry – Onomatopoeia	Narrative: Sequencing story. Writing own version of familiar story Non-fiction: Instructions Poetry –haiku	Non-fiction: biography Narrative: adventure story

Maths	Number: Place value (within 10)	Number: Addition and Subtraction (within 10)	Number: Place value (within 20)	Number: Place value (within 50)	Number: Multiplication and Division	Number: Place value (within 100)
		Geometry: Shape	Number: Addition and Subtraction (within 20)	Measurements: Length and Height Measurement: Weight and Volume	Number: Fractions Geometry: Position and Direction	Measurement: Money Measurement: Time

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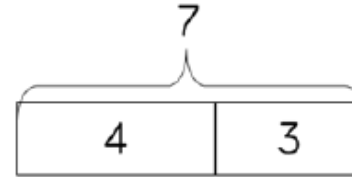
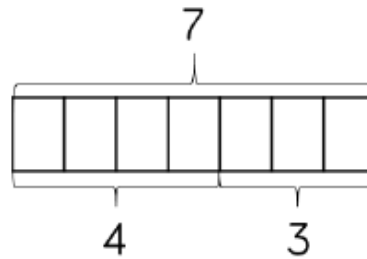
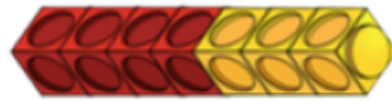
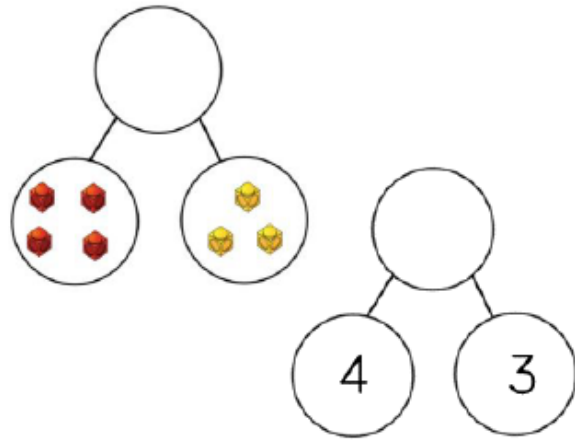
Geography	The school and the countryside			United Kingdom and Seas		
History			Changes in Living Memory (Toys)			Significant Person (Louis Zborowski)
Science <i>Seasonal Change runs throughout the year</i>	Ourselves (senses)	Everyday materials - Let's build	Marvellous Materials	Animals Including Humans (Our pets)	Plants – what's growing in our gardens?	Wonderful weather
Computing		Online Safety	Pictograms	Maze Explorers	Coding	
Art	Fine Motor Skills		Line Drawing			collage
DT		Design, make and evaluate moving pictures (superheroes)		Design, make and evaluate Marble Runs	Food Fruit Salad	
Music	Pulse and Rhythm	Dynamics and Tempo	Musicianship Skills (vocabulary)	Musicianship Skills (timbre and patterns)	Musicianship Skills (pitch and tempo)	Musicianship Skills
Other	Forest School (2) <i>alt. Thurs & Fri afternoons</i>	Forest School (2) <i>alt. Thurs & Fri afternoons</i>	Forest School (2) <i>alt. Thurs & Fri afternoons</i>	Forest School (2) <i>alt. Thurs & Fri afternoons</i>	Forest School (2) <i>alt. Thurs & Fri afternoons</i>	Forest School (2) <i>alt. Thurs & Fri afternoons</i>

PE	Infant Agility	Dance/Gymnastics (Indoor)	Gymnastics (Indoor)	Striking & Fielding: Tri-Golf	Dance (Indoor)	Athletics
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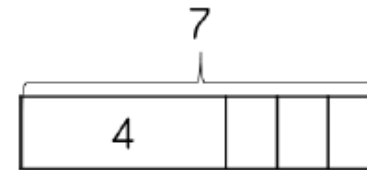
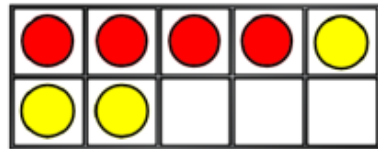
PE	Invasion Games: Rugby	Invasion Games: Football	Invasion Games: Football	Net & Wall Games: Tennis	Net & Wall Games: Tennis	Striking & Fielding: Cricket
RE	GOD What do Christians believe that God is like?	INCARNATION Why does Christmas matter to Christians?	GOSPEL What is the good news that Jesus brings?	SALVATION Why does Easter matter to Christians?	JUDAISM Who is Jewish and what do they believe?	JUDAISM Who is Jewish and what do they believe?
PSHE	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me

Skill: Add 1-digit numbers within 10

Year: 1



$$4 + 3 = 7$$



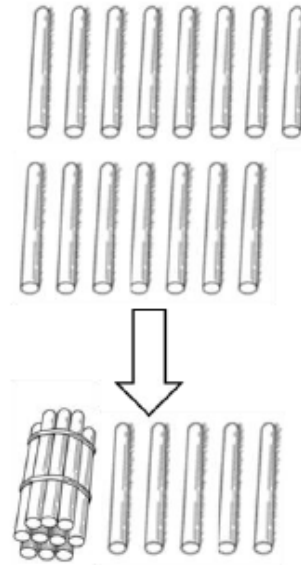
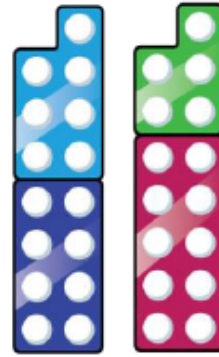
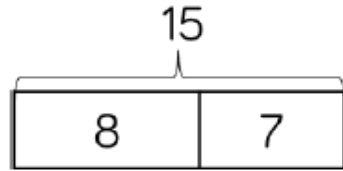
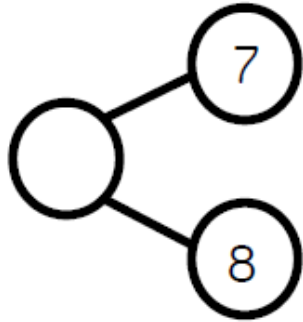
When adding numbers to 10, children can explore both aggregation and augmentation.

The part-whole model, discrete and continuous bar model, number shapes and ten frame support aggregation.

The combination bar model, ten frame, bead string and number track all support augmentation.

Skill: Add 1 and 2-digit numbers to 20

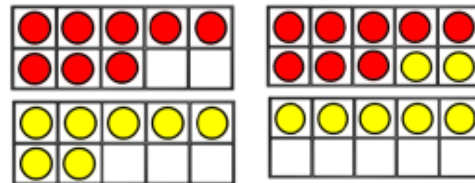
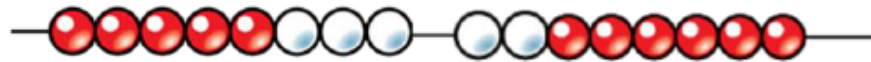
Year: 1/2



$$8 + 7 = 15$$

$$8 + 7 = 15$$

A tree diagram branching from 8 into 2 and 5.



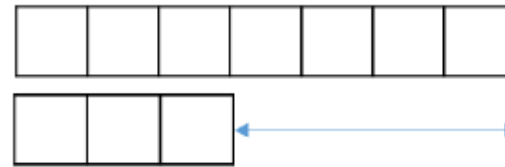
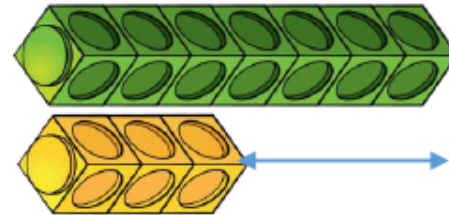
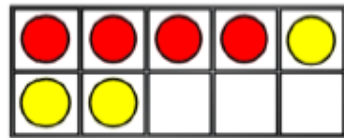
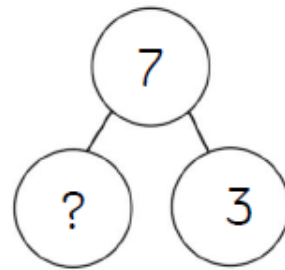
$$8 + 7 = 15$$

A tree diagram branching from 8 into 2 and 5.

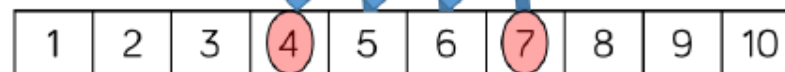
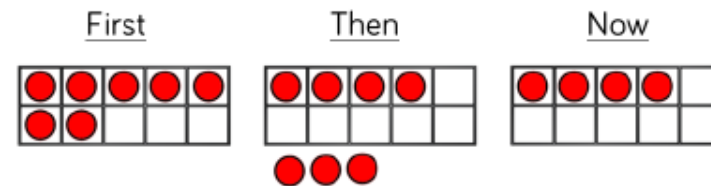
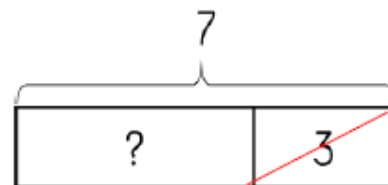
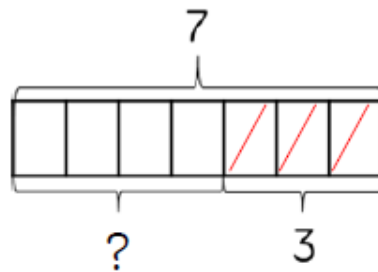
When adding one-digit numbers that cross 10, it is important to highlight the importance of ten ones equalling one ten. In Year 1, this is only done just by counting on. From Year 2, use different manipulatives can be used to represent this exchange alongside number lines to support children in understanding how to partition their jumps.

Skill: Subtract 1-digit numbers within 10

Year: 1



$$7 - 3 = 4$$



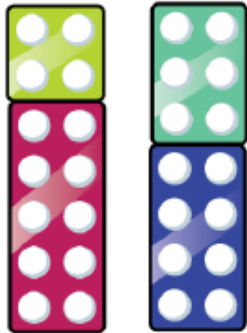
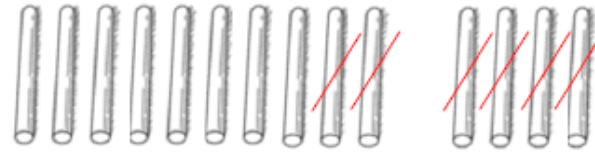
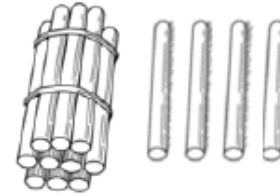
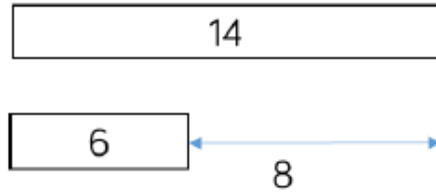
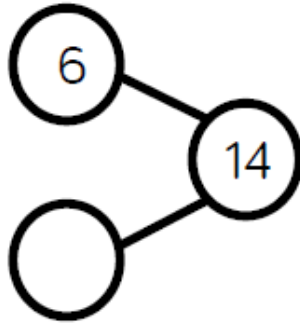
Part-whole models, bar models, ten frames and number shapes support partitioning.

Ten frames, number tracks, single bar models and bead strings support reduction.

Cubes and bar models with two bars can support finding the difference.

Skill: Subtract 1 and 2-digit numbers to 20

Year: 1/2

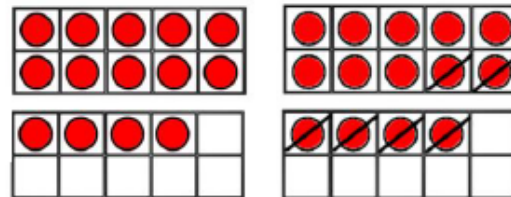
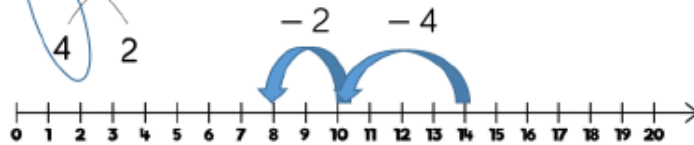


$$14 - 6 = 8$$



$$14 - 6 = 8$$


A diagram showing the number 14 with a bracket over it. Below the bracket, the number 6 is written, and below that, the number 8 is written. The equation $14 - 6 = 8$ is written to the right.




$$14 - 6 = 8$$

A diagram showing the number 14 with a bracket over it. Below the bracket, the number 6 is written, and below that, the number 8 is written. The equation $14 - 6 = 8$ is written to the right.


In Year 1, subtracting one-digit numbers that cross 10, is done by counting back, using objects, number tracks and number lines. From Year 2, children should be encouraged to find the number bond to 10 when partitioning the subtracted number. Ten frames, number shapes and number lines are particularly useful for this.




Around and
around
And around we
go...
When we get
home we have a
zero.



© teachingmama.org



Number 1 is like a stick.
A straight line that is
very quick.



© teachingmama.org



Around and
back on the
railroad track.
Two, two,
Two, two!



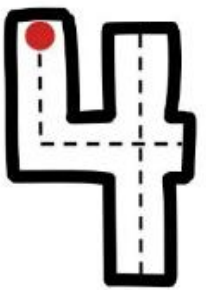
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Around a tree,
Around a tree.
That's the way
to make a three!



© teachingmama.org



Down and over,
Down once more.
That's the way to
make a four!




© teachingmama.org




Straight line down,
Then around.
Hat on top
And five's a clown!



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Make a curve.
Then make a loop.
There are no tricks
to make a six!




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Across the sky
And down from
heaven.
That's the way to
make a seven!




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Make an S
And do not wait.
Go back up
And that's an eight!



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A loop and a line,
That makes a nine!



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Aa Bb Cc Dd Ee Ff

Gg Hh Ii Jj Kk Ll Mm

Nn Oo Pp Qq Rr Ss Tt

Uu Vv Ww Xx Yy Zz

VIPERS stands for:

Reading Vipers

Vocabulary

Infer

Predict

Explain

Retrieve

Sequence or Summarise



These 6 domains focus on the comprehension aspect of reading and not the mechanics: decoding, fluency, prosody etc.

VIPERS *is not a reading scheme* but rather a method of ensuring that teachers ask, and students are familiar with, a range of questions and recognise which reading skill they are using.

They allow the teacher to track the type of questions asked and the children's responses to these which allows for targeted questioning afterwards.

Whilst EYFS do not use the Vipers in the same way as Ks1 and 2 the children are introduced to some of the language within the classroom setting.

Key Stage 1

In Key Stage One, children's reading skills are taught and practised using the VIPERS during whole class, individual and guided reading sessions.

KS1 Content Domain Reference [VIPER]

1a draw on knowledge of vocabulary to understand texts **[Vocabulary]**

1b identify/explain key aspects of fiction and non-fiction, such as characters, events, titles and information **[Retrieve]**

1c identify and explain the sequences of events in texts **[Sequence]**

1d make inferences from the text **[Infer]**

1e predict what might happen on the basis of what has been read so far **[Predict]**

In KS1, 'Explain'; is not one of the content domains, instead adults ask the children why they have come to a certain conclusion, to explain their preferences, thoughts and opinions about a text.

Home-Learning

Reading

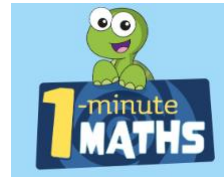
- We would encourage you to share books with your children daily. Three school reading books are being sent home each week and we would suggest that they are each read at least twice. We would encourage you to ask questions about the context of the story or information, ask them to recall details from the text and ask them how the characters might feel or what they found interesting.
- READING STARS

Maths

Maths practise at home can be counting songs and rhymes, counting objects in everyday activities, board games and online activities.

[ictgames](#) | [html5 Home Page](#)

[1-Minute Maths \(whiteroseeducation.com\)](http://whiteroseeducation.com)



Termly Key Knowledge & Skills

At the beginning of each term, teachers will send home a page of words for reading and spelling and recall facts for maths to support children's learning at home. These can also be found on the Class Pages of our school website.

Behaviour & Expectations

Ready, Respectful, Safe

The Restorative Approach

Incidences of negative behaviour are dealt with in a fair, respectful and appropriate way, with the key focus on individuals taking responsibility for their behaviour, repairing any harm done, rebuilding and restoring relationships. The key principle when dealing with issues is to give all the people involved a chance to have their say and become actively involved in the process. All members of staff and children know that issues will be dealt with fairly with a 'no blame' approach.

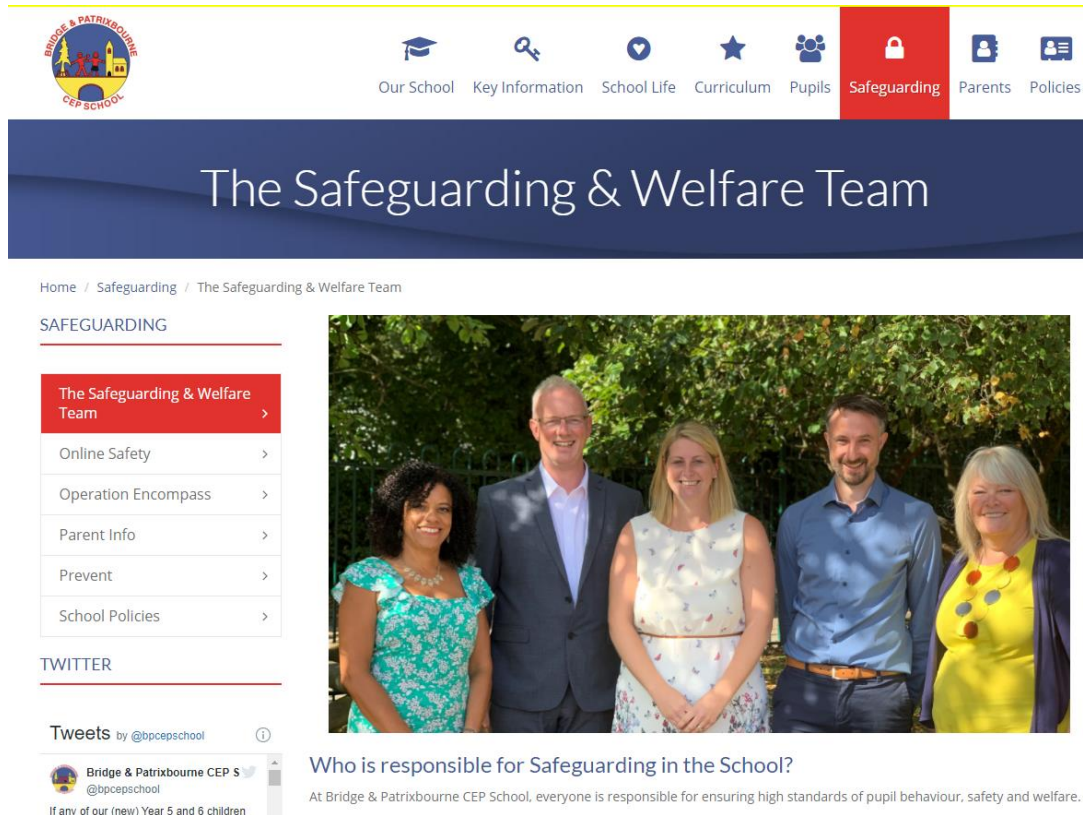
Safeguarding

Our Designated Safeguarding Leads:

- James Tibbles
- Michael Taylor
- Carla Long
- Morny Starling
- Chelsea Huggett

Please speak to any of Safeguarding Team with any concerns.

For more information about ways to stay safe online please look at the school website which includes lots of information and practical advice.



The screenshot shows the school's website with a navigation bar at the top containing icons for 'Our School', 'Key Information', 'School Life', 'Curriculum', 'Pupils', 'Safeguarding' (highlighted in red), 'Parents', and 'Policies'. Below the navigation bar is a dark blue banner with the text 'The Safeguarding & Welfare Team'. Underneath the banner is a breadcrumb trail: 'Home / Safeguarding / The Safeguarding & Welfare Team'. On the left side, there is a 'SAFEGUARDING' menu with a red header 'The Safeguarding & Welfare Team' and a list of links: 'Online Safety', 'Operation Encompass', 'Parent Info', 'Prevent', and 'School Policies'. Below the menu is a 'TWITTER' section showing a tweet from @bpcepschool. The main content area features a photograph of five members of the Safeguarding & Welfare Team standing outdoors in front of greenery. Below the photo is the heading 'Who is responsible for Safeguarding in the School?' followed by the text: 'At Bridge & Patribourne CEP School, everyone is responsible for ensuring high standards of pupil behaviour, safety and welfare.'

Safeguarding (Online Safety)

[Our School](#)[Key Information](#)[School Life](#)[Curriculum](#)[Pupils](#)[Safeguarding](#)[Parents](#)[Policies](#)

Online Safety

[Home](#) / [Safeguarding](#) / [Online Safety](#)

SAFEGUARDING

[The Safeguarding & Welfare Team](#)[Online Safety](#)[Operation Encompass](#)[Parent Info](#)[Prevent](#)[School Policies](#)

TWITTER

Tweets by @bpcepschool



Bridge & Patricbourne CEP S
@bpcepschool

If any of our (new) Year 5 and 6 children

Are you worried about the way someone has been communicating with you or your child online?

You can make a report to one of CEOP's Child Protection Advisors.



Our children are growing up in an increasingly online world and the risks that they will come across and have to deal with are very different to the risks that we would have learnt to deal with. Parents can, rightly, be very concerned about online behaviour and conduct and so we have provided some factsheets below about the most common risks that children will face. These factsheets and other resources can also be found on the [Parent Resource Hub](#) of the Safeguarding Training Centre.

Online Safety Documents

Child Safety on Fortnite - Parent Factsheet	Updated: 20/11/2019	329 KB		
Child Safety on Instagram - Parent Factsheet	Updated: 20/11/2019	245 KB		
Child Safety on Snapchat - Parent Factsheet	Updated: 20/11/2019	221 KB		
Child Safety on Tiktok - Parent Factsheet	Updated: 20/11/2019	316 KB		
Child Safety on WhatsApp - Parent Factsheet	Updated: 20/11/2019	213 KB		

School/Parent Partnership

We pride ourselves on our open relationships with parents and together we:

- Respect and support our school's values
- Encourage children to challenge themselves and provide the support and environment to maximize their academic potential
- Encourage our child to take as full and active part in school life as possible
- Support each other, especially regarding attendance, behaviour, online safety and home learning
- Work together to safeguard pupils and support their physical, mental and emotional wellbeing.
- Ensure that any concerns or issues are directly and promptly addressed through direct contact, telephone or email.

Key Information

- PE is on Mondays and Tuesdays this term.
- Reading books should be in the children's book bags everyday. Please write in the record so that we know which books to change on their day.
- Forest School is Thursday (Willow), Friday (Rowan) alternate weeks.
- Children need to have water in a named water bottle everyday and are allowed to bring their own snack, but this should be fruit or vegetable.