



TO LEARN, TO LIVE, TO LOVE

Year I Welcome meeting 2019

Year 2 staff

Class 3 teacher: Mrs Jenson

Class 4 teacher: Miss Earle

Teaching assistants: Mrs Gutierrez

Mrs Best



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WHO SHOULD I SPEAK TO ?

This is a guide to show parents and carers who to consult with if you have any questions about your child's education or well being at Corpus Christi

Class Teacher

In the first instance you should ask your child's class teacher about queries such as homework, school work, friendships or progress matters



Middle Leadership Team

If matters, including English and maths learning, cannot be resolved at class based level then you can contact the Phase Group Leader who can organise further support within the phase group. Pastoral and foundation curriculum matters can be addressed with Mr Calvey and Mrs Seddon.



Assistant Headteacher

Issues relating to member of staff or concerns about the wellbeing and safeguarding of your child or other children in the Juniors and infants need to be discussed with the Assistant Headteachers.



Co- Headteacher

The Co-Headteachers can be contacted if you have personal, financial or confidential matters to discuss. More serious concerns relating to the wellbeing and safeguarding of your child or other children will be referred to the Co-Headteachers.



School Business Manager and Chair of Governors

You can email the School Business Manager with issues relating to school admissions, free school meals entitlement and payment of services. The chair of Governors can be contacted regarding serious issues that cannot be resolved by the Co-Headteachers.

School Leadership Team

Co-Headteachers		Assistant Headteachers		Early Years & SEND	Business and Governors	
						Chair of Governing Board 
Mrs J Connery jconnery@corpuschristi.lambeth.sch	Mr R Coyle rcoyle@corpuschristi.lambeth.sch	Mrs K Smart—EYFS/INFANTS ksmart@corpuschristi.lambeth.sch	Mrs S Cole—JUNIORS scole@corpuschristi.lambeth.sch	Mrs Z Bray zbray@corpuschristi.lambeth.sch	Ms S Ruiz sbm@corpuschristi.lambeth.sch	Ms M Sawyer msawyer@corpuschristi.lambeth.sch

Middle Leadership Team

Infants –Y1 & 2	Lower Juniors	Upper Juniors	Pastoral Lead	Foundation Curriculum Lead
				
Mrs Powell lpowell@corpuschristi.lambeth.sch	Miss Kriechbaum rkriechbaum@corpuschristi.lambeth.sch	Mr Kelleher mkeleher@corpuschristi.lambeth.sch	Mr Calvey mcalvey@corpuschristi.lambeth.sch	Mrs Seddon cseddon@corpuschristi.lambeth.sch

Contact

cearle@corpuschristi.lambeth.sch.uk

gjenson@corpuschristi.lambeth.sch.uk

- Teachers are available from 8:45am if you need to inform them of a change in collection or inform us of news in regards to your child.
- Teachers email is to be used for: checking homework, checking dates, volunteering for trips, informing the office and the teacher of appointments and to request a meeting with your teacher.
- If there is a matter that needs to be discussed in person we encourage you to email us to request an appointment.
- Please note, teachers do not always get the chance to check email throughout the day. We aim to respond to emails within 48 hours.
- If your child needs medicine to be administered, please go to the school Reception and fill out a permission slip.



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Good behaviour is:

- Politeness and courtesy
- Sensitivity to the needs of others
- Respect for all children and adults
- Listening and speaking appropriately
- Working co-operatively
- Always trying hard and doing our best
- Orderly movement around school
- Respect for property
- Honesty

Mr Calvey

School Pastoral Care leader

Polite reminders

- Children must be in line before the bell rings at 8:50am. If they are not they will be marked 'late'.
- If you have arranged for another parent or family member to collect your child, please inform the class teacher in the morning or by email.
- If a last-minute change is made to end of day collection please ring the school office and they will inform the class teacher.
- If we do not know about changes to collection, we will have to take your pupil to the office so we can ring you to check before we can send your child home.
- Teachers cannot give permission for absences. Please speak to Mrs Tatton at Reception.
- We ask that you do not send in sweets for birthday treats. In the past parents have sent in stickers or similar.
- If you do not want your child to be included in any school photos/videos please inform the teacher.



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PE: Monday afternoon and Thursday morning

- Children must bring their kits into school on a Monday and take it home on a Friday.
- Please ensure that the P.E kit is returned the following day if your child takes it home after an after-school club e.g. Gym Club or Ballet.
- Children may bring in trainers for outdoor lessons but they must also bring a pair of black plimsolls.
- Children must bring in full P.E kit: white CC T-shirt, navy shorts and plimsolls.
- Children may also bring in, alongside their PE kit, the CC navy tracksuit (Please do not send in a tracksuit as an alternative.)
- If your child does not bring in their P.E kit, we will aim to phone to give you the option to bring it into school. Please note, we do not provide spare P.E. kits.



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Show and Tell

- Each child will be given the opportunity to present a 'Show and Tell' to their peers as they did in Reception.
- This is a lovely opportunity for your child to talk about a topic of interest to them or to share a favourite toy or hobby.
- Dates will be sent out so you will know when your child has their Show and Tell.
- If you choose to create a Power Point presentation, please email it to the class teacher as we cannot use USB sticks on our school system.



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Homework

- Homework in Year 1 begins after October half term.
- Homework is set on Thursdays with the aim to be completed by the following Tuesday.
- It may be an online homework (Mathletics, Spellodrome or TimeTables Rockstars) or a worksheet(s).
- The homework we set will be based on what the children have learnt at school that week. There will be one maths and one English activity.
- We will sometimes inform parents about homework by email if required.
- Weekly spellings.
- One school reading book a week.

How to help at home: English

- Reading in Year 1 is taught through English and phonics lessons as well as through group reading sessions.
- Read a wide variety of texts to your child. This may include fiction and non-fiction books, magazines, recipes, comics, shopping lists, internet pages etc. Remember to let your child see you enjoying reading too.
- Try to give your child opportunities to write for a purpose. This could be in the form of a diary, scrap book, post-cards or letters/emails to friends.



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Year 1 Reading guidance for parents. This leaflet highlights what the reading expectations are for children in Year 1. It also includes Helpful questions to ask when reading. Aim to ask 1/2 questions when reading your child's reading book (school and non-school books) and record a short response in your child's reading record. This is great evidence for your class teacher so we know what skills are being applied .

National Curriculum Expectations

Year 1

Children need to develop pleasure in reading, motivation to read, an increased vocabulary and an improved level of understanding. They will do this by listening to, and discussing, a wide range of poems, stories and non-fiction texts at a level beyond that which they can read independently. By frequently listening to stories, poems and information texts that they cannot yet read for themselves, children begin to understand how written language can be structured in order, for example, to build surprise in narratives or to present facts in a non-fiction piece. By reading together, children can also be shown some of the processes for finding out information within a book, e.g. modelling the use of a contents page or index.

Phonics

The National Curriculum states that year 1 children must use phonic knowledge as the prime approach to reading unfamiliar words. They must be able to read all phase 2, 3 and 5 graphemes by the end of year 1. The reason that it does not mention phase 4 is because no new graphemes are covered at this phase; children consolidate their ability to blend words containing a range of consonant clusters.

make inferences on the basis of what is being said and done	Look at that picture – how do you think... is feeling? What makes you say that? Look at the words the author has used to describe...; what sort of place do you think it will be?
read aloud with pace and expression, e.g. pausing at a full stop; raising their voice for a question	What kind of voice can we read that in? What do you need to do when you reach a full stop?
recognise capital letters, full stops, question marks, exclamation marks and elipses (...) within texts	I bet you can't find three capitals letters on this page before I can.
know why the writer has used the above punctuation in a text	What is that? (Point to a piece of punctuation.) What does that do?
know the difference between fiction and non-fiction texts	Is this a story or is it an information text? How do you know?
learn rhymes and poems off by heart	I'd love it if you could sing Humpty Dumpty whilst I put my shoes on.
be encouraged to say whether or not they like the text, giving reasons why	Did you enjoy that story? What was your favourite part?



What is happening? Talk about what is happening in the pictures **before** you read the text. What can you see?



Discuss alternative words. For example, 'Which word could the author have used that's a bit more exciting than **big**? Use a thesaurus together.



Make predictions. What do you think will happen next? What makes you think that? If their prediction is way off the mark, model your own and give your reasons.



Start in the middle of a book. What do you think has happened before this point? What makes you think that?



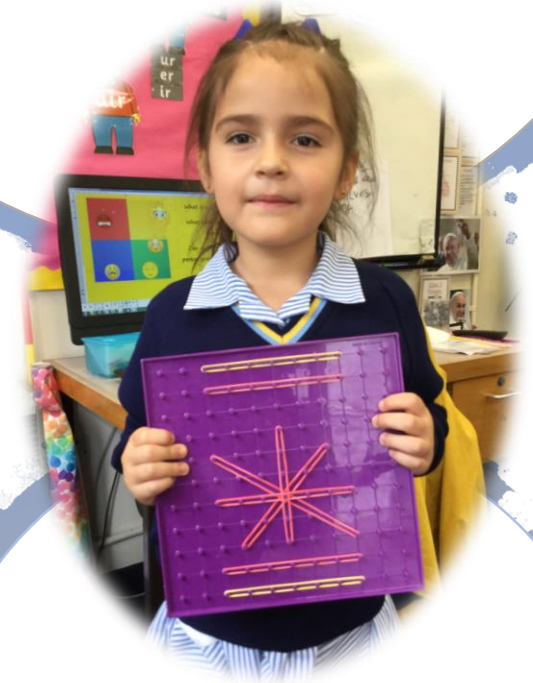
Discuss the setting of the story. Have you read another book with the same setting?



Discuss the meaning of words. Use a dictionary together to get your child used to exploring words for themselves.

How to help at home: Maths

- Use a 100 square to practise counting forwards and backwards in steps of tens and ones from any 2 digit number. (www.numbersplat.co.uk)
- Use the terms 10 more, 10 less, 1 more , 1 less with 2 digit numbers.
- Place value: Identifying tens and ones. (Partitioning.)
- Practice counting on and back in steps of 2, 5 and 10.
- Play shop! Children can make their own price tags for their toys then practice the concept of finding change using simple amounts e.g. Apples cost 5p and I need to buy 2 apples. How much will it cost?
- Practice doubling, halving and using the four operations (adding, subtracting, multiplying and dividing).



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School trips/visitors and dates

- If you wish to volunteer on a school trip please speak to/email your class teacher.
- Monday 23rd September: Theatre workshop – Where in the UK is Baxter Bear? School based.
- Tuesday 15th October, Wednesday 16th October: Parents Evening
- Break-up for half term **Thursday 17th October**
- Friday 8th November (am): Key Stage 1 trip to Streatham Odeon to see The Grinch.
- Thursday 12th December (pm) and Friday 13th December (am): KS1 Nativity.
- Tuesday 17th December: Unicorn Theatre Trip to see the Wolf, the Duck and the Mouse.



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