



# WELCOME TO YEAR 1

Information PowerPoint  
Autumn 2022

# Meet the Year 1 Team



**Mr Warden**  
Class Teacher

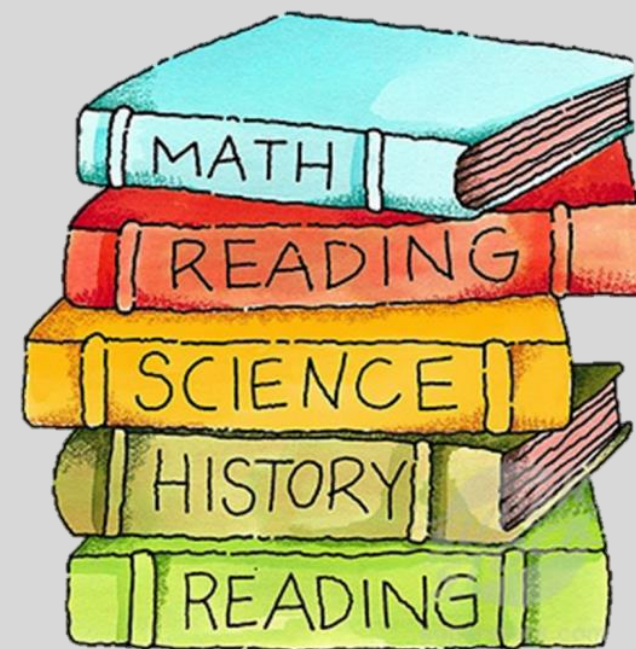


**Mrs Connor**  
Learning Support  
Assistant

**Mrs ?**  
Learning Support  
Assistant - Mondays

# Year 1 Timetable

Time	Activity
8:40-8:50am	Morning Activity
8:50am	Registration
9:00-9:40am	Phonics
9:45-10:30am	English
10.30-10:45am	Assembly
10:45-11.00am	Breaktime
11:00-11.15am	Story / Snack
11.15-12.00noon	Maths
12.00 - 1:00pm	Lunchtime
1:05-2:05pm	Foundation Subjects / Discovery
2.10-2.25pm	Playtime
2.30-3.15	Guided Reading / Mastering Numbers / H.W
3.20pm	Hometime



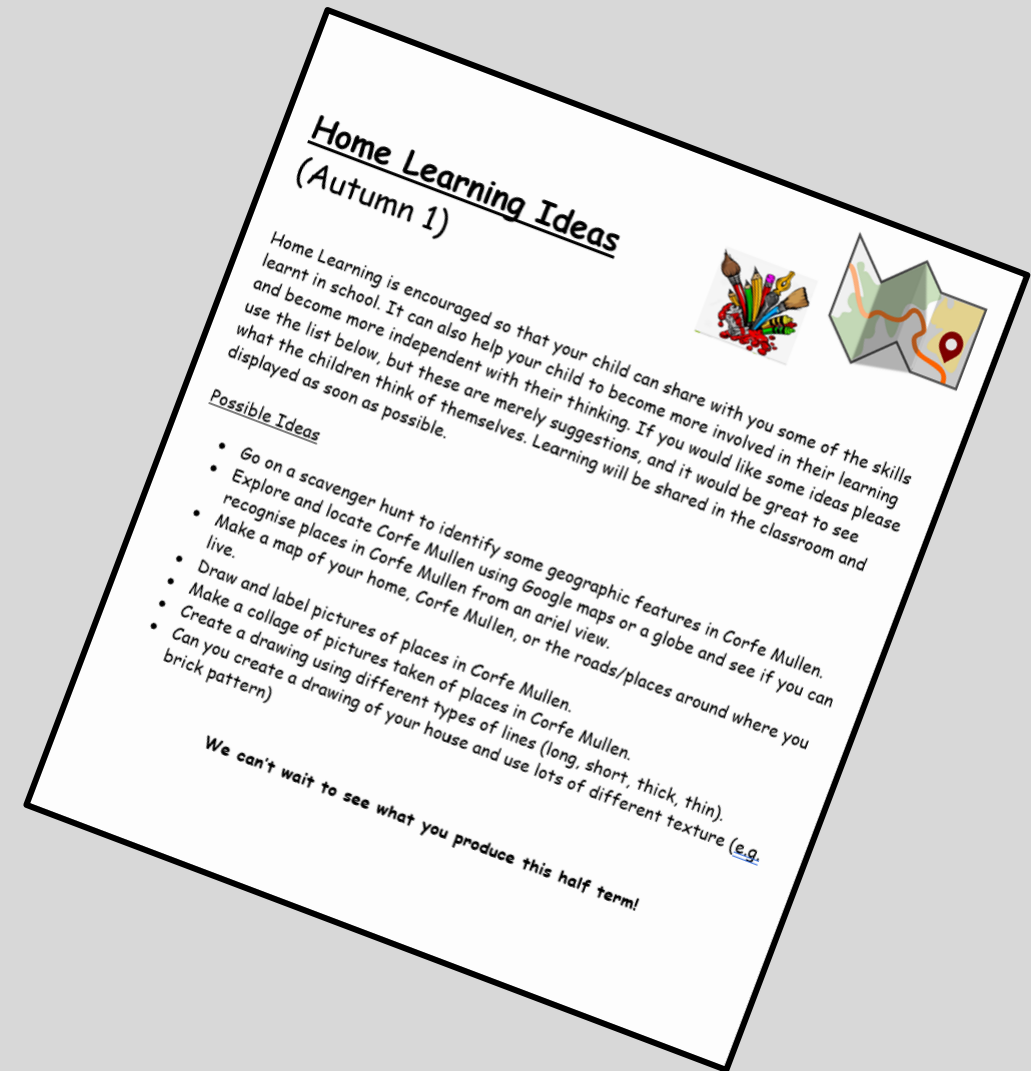
# Our Learning Journeys

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Science</b>	Animals, <u>including humans</u>		Seasonal Changes	Everyday Materials	<u>Animals</u> , including humans	Plants
<b>History</b>		Gunpowder Plot- Guy Fawkes		Kings and Queens, Princes and Princesses		Explorers- Armstrong and Columbus
<b>Geography</b>	Our School and Surrounding Environment		Living and working in Corfe Mullen		Urban or Rural: Corfe Mullen or London?	
<b>Art and Design</b>	Drawing/Painting- Kandinsky	Painting- Van Gogh			Printing- Warhol	
<b>Design and Technology</b>			Structures	Textiles		Mechanisms- Sliders
<b>PE</b>	Fundamentals Gymnastics	Dance Ball Skills	Invasion Sending and Receiving	Net and Wall Fitness	Target Games Team Building	Athletics Striking and Fielding
<b>PSHE</b>	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Safety</b>	Stranger Danger	Fire Safety	Road Safety	Body Safety	Sun Safety	Water and Beach Safety
<b>RE</b>	Commitment and Belonging- Islam	Celebration and Tradition- Hinduism	Peace, Hope and Compassion- Buddhism	Peace, Hope and Compassion- Christianity	Celebration and Tradition- Christianity	Commitment and Belonging- Humanism
<b>Computing</b>		Computer Systems and Networks	Programming 1	Programming 2		Data Handling
<b>Music</b>	Introducing Beat	Adding Rhythm and Pitch	Introducing Tempo and Dynamics	Combining Pulse, Rhythm and Pitch	Having Fun and Improvisation	Explore Sound and Create a Story

# Home Learning

You will have received a **curriculum leaflet** and **home learning sheet** with ideas of learning the children could do at home. Please only use this as a guide as I know the children will have lots of other imaginative ideas!

We love seeing all of the home learning the children get up to and the children really enjoy sharing their experiences with their peers. If you would prefer not to send learning into school, please email me a picture of the learning or places you have been and we can continue to share what the children have been up to.





# Phonics

**Read Write Inc.**  
Phonics

We teach phonics and reading for 40 minutes a day. The class will be split into further groups to enable us to provide learning more tailored and responsive to each individual.

As a rule of thumb, children in Year 1 review Set 2 sounds from Reception and secure all Set 2 sounds for reading and spelling. They are then taught to read and spell words using Set 3 sounds with fluency and accuracy, including additional uncommon digraphs that are statutory but do not appear in the Read Write Inc Set 1, 2 and 3 sounds lists. (e.g ie, au, ear, ue)

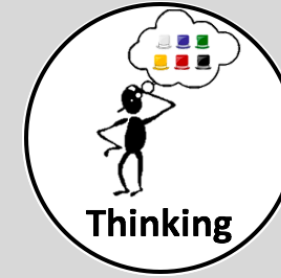
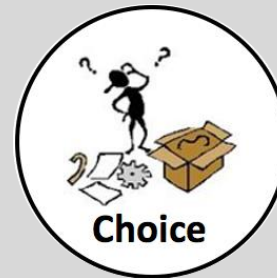


# Reading

In addition to reading in their Phonics' groups, the children will also participate in whole class guided reading lessons.

## NC Objective to be taught in comprehension lessons:

- To recognise and join in with predictable phrases (**Predict**)
- To discuss word meanings (**Vocabulary**)
- To discuss the significance of titles and events (**Explain**)
- Make **inferences** on the basis of what is being said and done
- Predict** what may happen on the basis of what has been read so far
- Explain** clearly their understanding of what is read to them



# Books Going Home



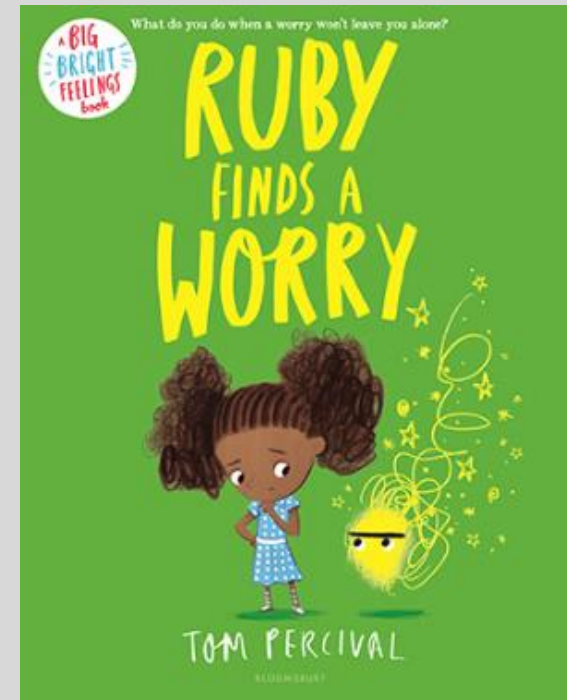
## Learn to Read Book

Your child will read this confidently as they have read it all week at school and it matches the phonics they have been learning so far.



## Book Bag Book

Matches your child's current phonics learning and knowledge of red words but gives your child the opportunity to read these in a book they haven't seen before.




## Love to Read Book

A book chosen by your child from the library to share together at home.



OxfordOWL

HelpJoin usLog in



Let's get them flying!

Quick book search

Enter keyword...

Home

Reading

English

Maths

At school

Books

# FREE eBook Library from Oxford Owl

Welcome to our free eBooks collection, developed for children aged 3–11 years old reading, visit our [Reading](#) pages.

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Winnie & Wilbur STAY AT HOME

e

ALPHABET

e

Dad's Birthday

e

Kitty

e

Noah's Ark

e

John Donaghy's Smokey the Skunk

e

Friendship

e

Dolphin Rescue

e

The Frog Prince and other tales

e

Winnie & Wilbur AT THE SEASIDE

e

INCREDIBLE ANIMALS

e

Pippi LONGSTOCKING

e

STUCK TERROR OF THE SEAS

e

Tidy Up, Winnie!

e

ALL ABOARD THE COLOURS TRAIN

e

Disgusting Donzil

e

Goodnight, Sleep Tight

e

[Free eBook library | Oxford Owl from Oxford University Press](#)

## Phonics

'Reading should not be presented to children as a chore, or a duty. It should be offered as a gift'

Katie DiCamillo

### Intent

At Henbury View First School, we are passionate about ensuring all children become confident and enthusiastic readers and writers. We believe that phonics provides the foundations of learning to make the development into fluent reading and writing easier. Through daily, systematic and consistent high quality phonics teaching, children learn to segment words to support their spelling and blend sounds to

### In this section

[Our Curriculum](#)

[Learning Cycle](#)

[Year Group Pages](#)

> [Phonics](#)

[Reading](#)

[Writing](#)

[Maths](#)

[Science](#)

# Resources on Our School Website

## Green Word Practice

Practise using the PowerPoint below to support your child to read green words using the sounds they have learnt in school. Green words are words that we can read using the sounds we know. We can 'Fred Talk' these words out loud to help us blend and read them.

*Important note: Each section of the PowerPoint relates to blocks of sounds that children learn. Don't worry if your child struggles to read these words. You can help them by creating individual cards of each of the sounds and working together to blend them. If you would like any support with this, please don't hesitate to ask your child's class teacher.*

[Set 2 Green Word PPT](#)

[Set 3 Green Word PPT](#)

[Word Time PPT \(Green Words\)](#)

## Set 2 Sounds Green Words

Don't forget to use your Fred Talk if you need to.  
Then....  
Fred in your head!



## Set 3 Sounds Green Words

Don't forget to use your Fred Talk if you need to.  
Then....  
Fred in your head!



## Red Ditty Red Words

These red words are introduced when your child begins reading red ditties.



# Reading Records



## Learn to Read Books

These are the books we would love to see recorded in your reading record **at least x3 per week**.

You can of course log other reads from your own selection and library books too!

You don't need to write too much!

## Examples:

- \*A signature and tick three times stating you have simply read the book is great!
- "X read most green words independently but struggled with sh sound so we worked on this together."
- "X read all of the speedy green words in under 1 minute. We played games to beat her time."
- "After the third read, X was confident on all sounds apart from nk."

Reading with your child is one of the most important things you can do to help at home. We will keep a weekly check of who is reading at least x3 times per week, please do let us know if you want any further support. We are always happy to help!

# Learn to read books



★ **Story Green Words** ★ ★ Ask children to read the words first in Fred Talk and then say the word.

★ Dizzy Duck Crow cheep pond row  
bank splash twig tow

Ask children to say the syllables and then read the whole word.  
duckling willow cannot

Ask children to read the root first and then the whole word with the suffix.  
follow → followed stay → stayed  
cheep → cheeped

Encourage your child to use the phrase 'Fred talk, read the word' when they are practising key story green words that will appear in the book.

It is useful to go through these words before reading the book.

**Speedy Green Words** ★ Ask children to practise reading the words across the rows, down the columns and in and out of order clearly and quickly. ★

yellow	know	show	jump
slow	yellow	know	show
jump	sat	swim	stay
tree	then	help	throw

These words will be at the back of the book. Encourage your child to read these speedily. Keep revising and practising the words that your child is less confident with over the week.





## Henbury View First School Spelling Logbook



Dear Parents,

Each week your child will receive a sheet that details the focus sound/s or spelling rule that has been focused on that week in school. Please use the variety of games and activities below to help your child practise these important spellings.

- **Review** – begin spelling sessions reviewing words or rules from previous weeks. Mark together, highlighting parts that may be incorrect. Can you come up with your own rule or rhyme to help you remember the tricky part together?
- **Say** the focus words in funny voices changing the parts that are tricky to remember
- **Look, say, cover, write and check** – mark together
- **Dictation** – Say the focus word within a sentence your child writes down, focus marking on the target word
- **Four in a row game** – a mini spelling quiz of 4 words targeting the focus sound or rule. Mark together and see if they can get four in a row!
- **Mark it** – You write down the spelling correctly or incorrectly then ask your child to mark it for you. Did they spot your mistakes?

We love to see your work, please use this book to record any spelling home learning.

# Log Books

## Red Words

Red Ditty Level									
put	the	I	no	of	my	for	he		
Green Level									
your	said	you	be	are					
Purple Level									
to	me	go	baby	put(s)	your				
Pink Level									
I've	like	all	we	want	her	call	she	I'm	
something	into	so							
Orange Level									
what	do	today	they	old	I'll	was			
Yellow Level									
some	saw	watch	school	small	their	who	tall	one	
I've	baby	fall	any	where	were	wall	there		
Blue Level									
does	other	two	could	ball	would	water	wash	anyone	
over	wasn't	through	once	brother	whole	people			
Grey Level									
should	were	there	call	want	come	one	through	many	
could	are	other	was	two	who	you	said	your	
what	school	mother	to	the					
water	great	brother	above	who					
what	small	any	here	so					



## Henbury View First School Spelling Logbook



Another important element to our spelling work is learning to read and spell common exception or red words. These words may not follow the focus sound and spelling rules we have been working on and we need to work hard to remember them. You can use all of the same strategies on the previous sheet to help you rehearse these words.

**Top tip:** Circle the part of the word that doesn't sound right, discuss how and why it is different and come up with strategies together to remember it. Mnemonics is a great strategy for words like these.

e.g. Said – silly ants in dresses



# Please remember to bring book bags into school every day with these key items in



There are routines and systems in place that ensures your child will receive all of the books they need as well as new log book slips for the week.

It is difficult for us to manage this if book bags are not in school every day with all of these items.

# Top Tips for reading at home

- Ask your child to read the title
- Look at the picture on the cover
- Talk about what the book might be about based on the image and title

- *I think this book could be about.....because.....*
- *On the cover I can see.....and this makes me think....*
- *The title says.....so I think.....*



## Ask Questions

Ask questions about the story as you read it  
e.g. What is the story about? Why do you think they made that choice? Was it a good choice? Why did that happen? What do you think will happen next? What was your favourite part of the story? Why?

# Top Tips for reading at home

## I Spy

Play 'I Spy' games. Can you find words beginning with...? Can you find a picture of a ...? How many ... can you see?



## Make it Fun

Enjoy reading together. Give characters funny voices and engage with the pictures. Make a game out of finding words that rhyme or start with the same sound.

## Be Seen

Make sure you are seen reading. Keep books magazines at easy reach.

## Make Space

Have a special place or a certain time when you read together.



# Reading Awards

Please do not feel you need to buy the books on this list, you can borrow many of these from school using our class book swap.



We will check the lists once a term to see who needs to be celebrated with a certificate in assembly. Please email the Y1 email once achieved and bring in your ticked sheets on these dates:

**Monday 15<sup>th</sup> December 2025**

**Monday 23<sup>rd</sup> March 2025**

**Monday 13<sup>th</sup> July 2026**

	This hilarious retelling of the classic Russian tale about a farmer whose turnip is impossible to pull from the ground uses simple vocabulary and is ideal for reading aloud.	
	Where The Wild Things Are – Maurice Sendak One-night Max puts on his wolf suit and makes mischief of one kind and another, so his mother calls him 'Wild Thing' and sends him to bed without his supper. That night a forest begins to grow in Max's room and an ocean rushes by with a boat to take Max to the place where the wild things are.	
	Dinosaurs Love Underpants – Claire Freedman & Ben Cort This wacky celebration of underpants is perfect for reading aloud, and the hilarious antics of T. Rex and the gang are endlessly entertaining. Featuring fun, vibrant art and short, rhyming text, Dinosaurs Love Underpants is a prehistoric pleasure parents and kids will want to read again and again.	
	Eat Your Peas – Kev Gray It was dinner time again and Daisy just knew what her mum was going to say, even before she said it. "Eat your peas," said Mum. Daisy looked down at the little green balls that were ganging up on her plate. "I don't like peas," said Daisy. And so the battle of wills begins. What does Mum have to promise to get Daisy to eat her peas? An extra pudding, a chocolate factory or a space rocket with double retro laser blambers?	
	Winnie the Witch – Valerie Thomas & Kooky Paul Winnie the Witch lives in a black house. She has black chairs and black stairs, black floors and black doors. The trouble is that Winnie's cat, Wilbur, is also black. After sitting on him and tripping over him, Winnie decides to turn Wilbur into a green cat. But then he goes out into the long grass! Winnie is going to need a little magic to make sure she can always see Wilbur.	

	The Lighthouse Keeper's Lunch – Ronda Armitage Once there was a lighthouse keeper called Mr. Grinling. At night time he lived in a small white cottage perched high on the cliffs, and in the daytime he rowed out to his lighthouse to clean and polish the light. Every day Mr Grinling tucks into delicious lunch, prepared by his wife, Mrs Grinling. But Mr Grinling isn't the only one who enjoys the tasty food, so Mrs Grinling has to think of a way to stop the greedy seagulls from stealing the lighthouse keeper's lunch.	
	George Speaks – Dick King-Smith Laura is amazed when her baby brother George starts talking to her when he's only four weeks old, particularly as he sounds like a grown-up! It's a big secret to keep from their parents and the rest of the family and leads to all sorts of comic confusion until George's first birthday - when he makes a speech to his startled family.	
	Owl Babies – Martin Waddell A gentle tale of three baby owls reassures young children that Mummy will always come home. Three baby owls, Sarah, Percy and Bill, wake up one night in their hole in a tree to find that their mother has gone. So they sit on a branch and wait... Darkness gathers and the owls grow anxious, wondering when their mother will return.	
	The Emperor's Egg – Martin Jenkins The Emperor penguin is the only large animal to remain on the Antarctic mainland throughout its bitterly inhospitable winter. Once the female has laid her egg, she heads back to the sea, leaving the male to incubate it. He then spends two months standing on the freezing cold ice with the egg on his feet! This is his story.	
	The Fox in the Dark – Alison Green Rat-a-tat-tat! Who's afraid of the fox in the dark? Rabbit is! So are Duck, Mouse and Lamb. They all squish into Rabbit's house to hide. But is the fox really as scary as they think? The perfect bedtime book for rabbits, ducks, mice, lambs... and children. A funny story with fabulous, stylish pictures.	





## Phonics

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Set 3 Green Word PPT

Word Time PPT (Green Words)

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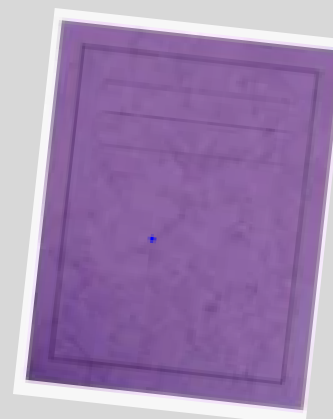
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Purple Level									
to	me	go	baby	put(s)	your				
Pink Level									
I've	like	all	we	want	her	call	she	I'm	
something	into	so							
Orange Level									
what	do	today	they	old	I'll	was			
Yellow Level									
some	saw	watch	school	small	their	who	tail	one	
I've	baby	fall	any	where	were	wall	there		
Blue Level									
does	other	two	could	ball	would	water	wash	anyone	
over	wasn't	through	once	brother	whole	people			
Grey Level									
should	were	there	call	want	co				
could	are	other	was	two	w				
what	school	mother	to	they	fa				
water	great	brother	above	where	hi				
what	small	any	here	son	wc				



## Henbury View First School

### Spelling Logbook



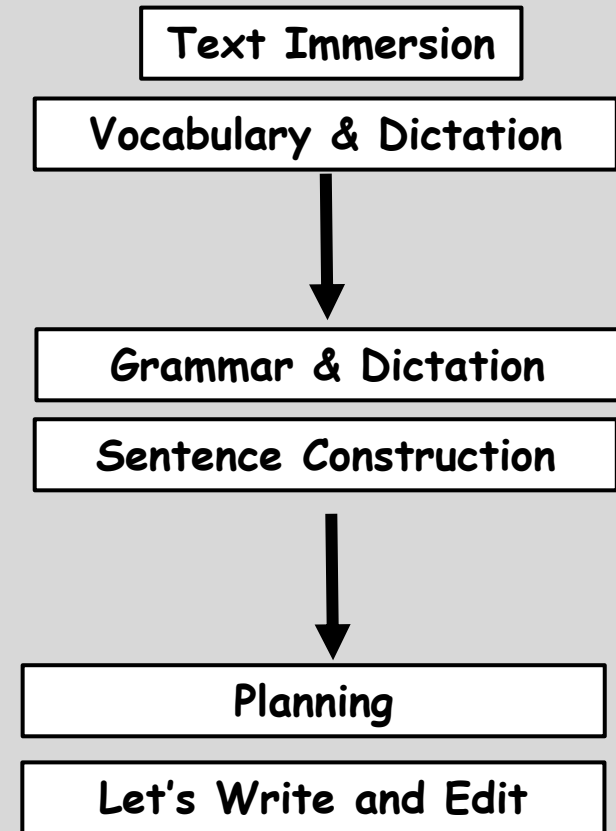
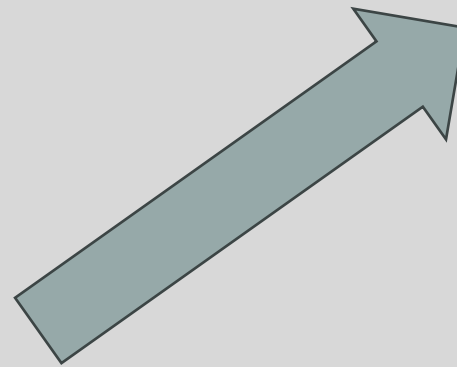
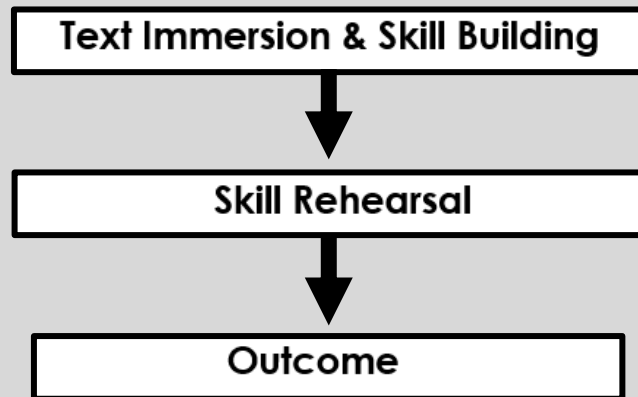
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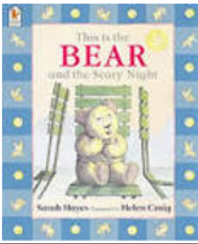



e.g. Said – silly ants in dresses

# English- Writing

Over the year, we will ensure that the children can experience and write both fiction and non-fiction, and different writing styles within these (e.g. letter writing, instructions, recounts, etc.). Our work during our reading sessions will support the writing, both through looking at structure and vocabulary. The children will have a clear purpose and audience for each piece of writing.

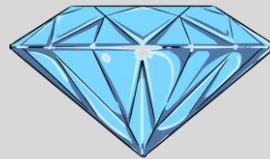
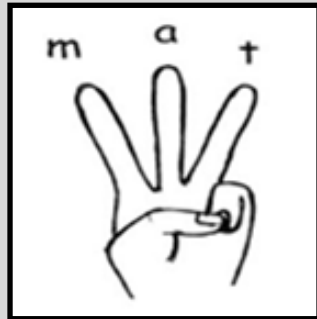


# English- Reading into Writing

Year 1 Autumn 1 Reading into Writing Journey			3 weeks	
Text Immersion	Vocabulary & Dictation	Grammar & Dictation		
<p><b>-I know how to listen to and discuss stories, linking these to my own experiences</b> Children to find lost toys in a scavenger hunt in the forest school area. Children to verbalise with sentence stems where they found their lost toy. Read the story to class.</p> <p><b>-I know how to sequence key events from a shared story</b> Reread the story and sequence pictures that order the key events.</p>	<p><b>-I know how to describe the bear and his feelings, spelling words using sounds I have been taught so far</b> Model and generate vocabulary linked to key images from the text. Children practise key nouns they can identify in the images. (3 – 5 focusing on key events)</p> <p>Children choose image and T to dictate sentence.</p>	<p><b>-I know how to say my sentence out loud before I write to check it makes sense</b> Introduce colourful semantics – focusing on who, what doing, what Children organise segments using semantic cards, orally rehearse and record.</p>		
Sentence Construction	Planning	Let's Write & Edit		
<p><b>-I know how to orally rehearse my sentence and check for full stops, capital letters and finger spaces</b> Introduce the story map and orally rehearse the story, showing understanding of full sentences. Children record the sentences in their books, T slowly removing scaffold towards the end of the lesson. Spend time checking for capital letters and full stops, editing any spelling errors if necessary.</p>	<p><b>-I know how to orally rehearse my own plan before writing</b> Children will innovate two nouns from the story map. They will have picture word mats to prompt ideas that link to phonic knowledge.</p> <p><b>Images that will be on mat:</b> fox, cat, dog, fish, bug, insect, bird, sheep pond, shop, zoo, car, farm, fair, house</p>	<p><b>-I know how to sequence sentences to form short stories using finger spaces, capital letters and full stops</b> Children orally rehearse each sentence from their <u>plan</u>, they record independently but edit with support of teacher.</p>		
Key Texts		Spelling Links		
    		<p>Using Fred Fingers to spell words with set 1 &amp; 2 sounds lost, his, ted, at, ran Set 2 look, moon, scared, boy, park, found Word mat words: Owl, looked, scared <b>Red words: the, he, to</b></p>		

# English- Writing

We would encourage the children to write at home if they would like, but even picking out these features (e.g. finger spaces, capital letters and full stops) when reading at home would be a good reminder for them..



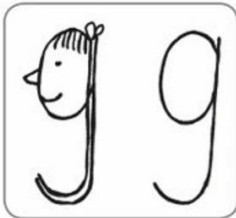
## Appendix 2

Year 1: Detail of content to be introduced (statutory requirement)	
<b>Word</b>	Regular <b>plural noun suffixes</b> –s or –es [for example, <i>dog, dogs; wish, wishes</i> ], including the effects of these suffixes on the meaning of the noun <b>Suffixes</b> that can be added to <b>verbs</b> where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i> ) How the <b>prefix un–</b> changes the meaning of <b>verbs</b> and <b>adjectives</b> [negation, for example, <i>unkind, or undoing: untie the boaf</i> ]
<b>Sentence</b>	How <b>words</b> can combine to make <b>sentences</b> Joining <b>words</b> and joining <b>clauses</b> using <i>and</i>
<b>Text</b>	Sequencing <b>sentences</b> to form short narratives
<b>Punctuation</b>	Separation of <b>words</b> with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b> Capital letters for names and for the personal <b>pronoun I</b>
<b>Terminology for pupils</b>	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark

# Handwriting

## Handwriting Stage 1a: Letter formation

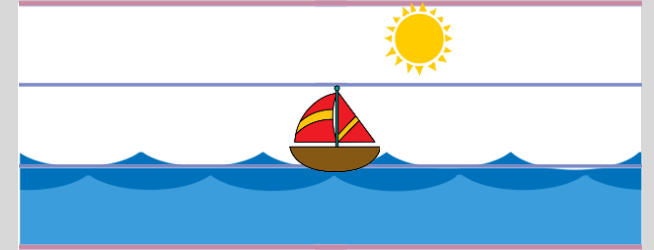
- 'Around' letters: **c a o d g q**
- 'Down' letters: **l t b p k h i j m n r u y**
- 'Curly' letters: **e f s**
- 'Zigzag' letters: **v w z x**.



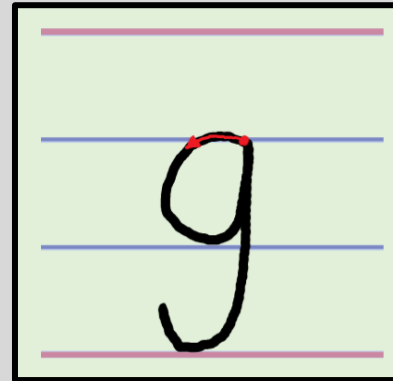
Checklist: girl

- ✓ start at her hair bobble on top of her head
- ✓ draw a nice round face
- ✓ go back up to her bobble
- ✓ down her very straight hair
- ✓ draw a round curl to finish

## Handwriting Stage 1b: Relative size of letters



- 'Sun letters': **b d h k l** (**f** and **t** are just a little bit smaller)
- 'Boat letters': **a c e i m n o r s u v w x z**
- 'Water letters': **g j p q y**.



<https://www.henburyview.dorset.sch.uk/page/?title=Writing&pid=93&action=saved>



# Maths

In Maths, we follow this daily lesson structure:



This allows children to constantly consolidate their number facts, which supports them when approaching new concepts and more complex problems.

We will primarily use NCETM as our guide for teaching the main activities. This also provides us with high-quality pictorial representations of the mathematical concepts we are teaching (for Place Value, Addition and Subtraction, Multiplication and Division and Fractions). For other areas of the curriculum and to supplement our learning, we will use White Rose resources (for measures, statistics, geometry).



NCETM  
NATIONAL CENTRE FOR EXCELLENCE  
IN THE TEACHING OF MATHEMATICS



# Maths

We will continue to use concrete resources and pictorial representations to help our learning journey, ensuring the children develop conceptual understanding of the concepts that we look at. The children will be given time to 'experience' the maths by using hands on thinking before moving through the learning journey. At all stages the children will be given opportunities to problem solve and make connections between different areas of maths. Maths can often be very abstract, so we aim to ensure that the children notice the real world applications of maths and see the worth in what they are learning about.



# Maths – problem solving

A new addition to our maths curriculum this year will be dedicated time to teaching problem solving skills and strategies.



**Problem solving and reasoning are not just tasks to complete, it's a way of working and thinking mathematically:**

- Being able to draw on a range of strategies
- Being systematic and methodical
- Knowing how to approach a problem and having the confidence to try
- Perseverance and patience
- Grappling – being flexible with their approach
- Applying a range of knowledge and knowing what knowledge could apply
- Justifying and discussing their ideas

## Strategies

- **Trial and Improvement (Aut 1)**
- Working systematically
- Working backwards
- Visualising and manipulating
- Reasoning and convincing
- Conjecturing and generalizing
- Pattern spotting



# Maths – mastering number

In Year 1 and Year 2, we will also be using the Mastering Number programme to supplement our learning.

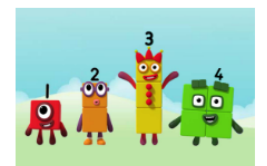
This programme aims to to secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number.

The programme utilises Number Blocks as a high-quality support for learning mathematics.



Numberblocks  
support materials

Materials to support Early  
Years and Year 1 teachers



Numberblocks at  
home

Resources to accompany the  
CBeebies Numberblocks  
series, designed for parents  
to use at home with children

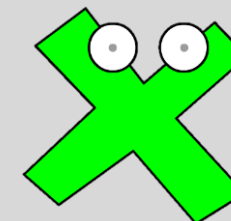
# Maths- Times Tables

Times tables are used in lots of areas of mathematics, for example fractions, area, perimeter, money as well as multiplication and division calculations. Fluency and quick recall are also essential for multi-step problem solving and real word applications.

We are going to teach times tables for 1 lesson per week as well as during daily starters. This lesson will involve a chance for children to be tested on their steps, independent practice of their next step and teacher led teaching of the times table.

## Maths Rockstars

- Children assessed at the start of each year to gain a baseline
- Have a step at a time to achieve- to move up, they must be able to **recall previous 2 steps and complete new step within 5 minutes**
- Children to have pupil log in book bags to show progress
- Please ensure Maths Rockstars logs are in bookbags on a **Friday**



Name: \_\_\_\_\_

Date: \_\_\_\_\_

Step 12		Step 13		Step 14	
$18 \div 2 =$	$16 \div 2 =$	$12 \times 3 =$	$6 \times 3 =$	$3 \div 3 =$	$33 \div 3 =$
$= 10 \div$					
2	$4 \div 2 =$	$= 3 \times 4$	$9 \times 3 =$	$= 24 \div 3$	$18 \div 3 =$
	$= 2 \div$	$2 \times 3 =$	$8 \times 3 =$	$12 \div 3 =$	$27 \div 3 =$
$14 \div 2 =$	2			$6 \div 3 =$	$15 \div 3 =$
	$= 8 \div$	$= 3 \times 1$	$5 \times 3 =$		
$6 \div 2 =$	2			$21 \div 3 =$	$= 9 \div 3$
$= 22 \div$	$24 \div 2 =$	$3 \times 7 =$	$3 \times 3 =$		
2		$10 \times 3 =$	$= 11 \times 3$	$30 \div 3 =$	$= 36 \div 3$
$12 \div 2 =$	$20 \div 2 =$				



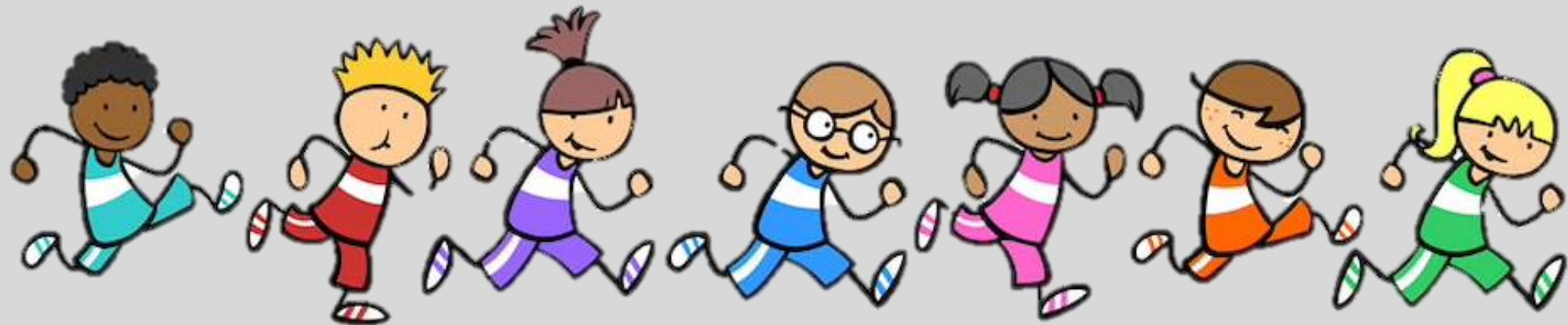
SCORE: \_\_\_\_\_

Challenge 14



# PE

- Our PE sessions are scheduled for **Monday** and **Friday**. Monday's session will be an indoor lesson and on Friday we will be outside (weather dependent!)
- Please ensure that PE kits come into school on a Monday and we will send them home on a Friday to be washed. Please also check that all PE kit is clearly named and that the children have some warmer clothes (e.g. joggers, PE jumper) for when the weather starts to get colder



# Things to Remember

## Bookbags and Reading Records

Please ensure bookbags come into school **everyday**. This is so we can record any reading we do or give out any letters.



## Home Learning

We love sharing home learning at school so please bring this in whenever you wish

## PE Kits

PE kits need to come in on a **Monday** and will be sent home every **Friday**



## Snack

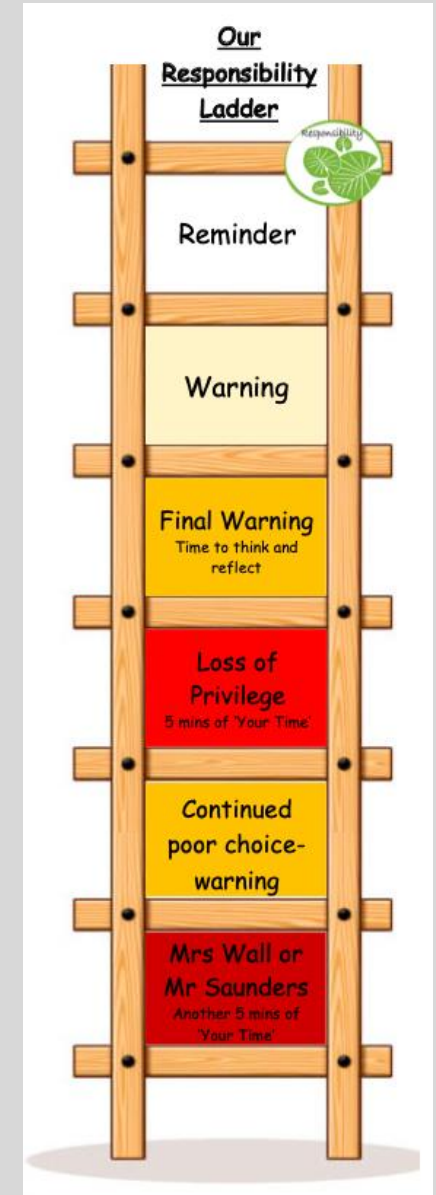
Children are provided fruit at breaktime, however if you prefer to provide your own snack, we ask if this could still be a healthy choice.



# Responsibility Ladder and 'Your Time'

We continue to use our responsibility ladder as part of our behaviour policy. This ensures that there is consistency across classrooms and members of staff. Rewards and praise are used across the school to celebrate successes and positive behaviour and learning choices (e.g. team points, stickers, etc.)

'Your Time' is a 30-minute session on a Friday afternoon, where children get to choose an activity that they would like to do. This allows them to be individuals, work with staff and children from across the school and follow areas of interest. Each child starts each week with 30-minutes of 'Your Time', and minutes are deducted for negative behaviour choices (see ladder). This ensures that children that always make the correct choices, whether that be inside or outside of the classroom, are celebrated and rewarded for their behaviour.





This year we are going to introduce the children to The Zones of Regulation. This is a research based approach to helping children identify and regulate their own emotions and their behaviour responses to these. For example:

“It’s OK to feel cross with your friend, but it’s not OK to shout at them. What can you do instead when you feel cross?”

*“We believe that regulation is essential for leading a healthy and meaningful life. At The Zones of Regulation, we empower learners of all ages to understand the full range of their feelings, as well as explore tools and strategies to support their well-being.”*  
- Zones of Regulation Inc.







We will begin by teaching the children what regulation is. As the year goes on, children will learn to identify which 'zone' they are in at different points during the day. They will then learn different strategies that they can use to regulate their emotions, so that they are able to cope with how they are feeling in a healthy way.



# Contact us...

We are really looking forward to an exciting year ahead. We hope you have found this information useful. There is also lots of information on the website:

[Henbury View First School - Year 1](#)

If you have any questions about anything in this PowerPoint, or if you have any questions or queries at any point during the year, please don't hesitate to email us or the school office at:

[office@henburyview.dorset.sch.uk](mailto:office@henburyview.dorset.sch.uk)

[year1@henburyview.dorset.sch.uk](mailto:year1@henburyview.dorset.sch.uk)