

KS1 Parents Information Meeting

Tuesday 16th July

5pm



Purpose of the meeting:

- To introduce the staff working in the department
- To give an overview of how the department works
- To give general day to day information
- Inform you of key dates for the year
- To let you know how you can communicate with us
- A chance to ask any questions

Meet the staff:

Teaching Staff:



Mrs Craven



Miss Harrison



Miss Byrne

Support Staff:



Mrs Jamieson



Mrs Williams



Mrs Corlett



Mrs Pennels

Routines of the day:

We use these 2 doors for all children to enter school each morning and leave school each evening:

Miss Byrne's class
enter and leave
via this door



Mrs Craven's and
Miss Harrison's
classes enter and
leave via this door

Start of the day

- The children will come into school each morning once we open the doors. They do not need to line up.
- Please encourage the children to come into school independently, we will be there to help and support with this.
- The children will come in each morning and begin their 'early morning work'. This will either be handwriting practice or daily arithmetic activities.

End of the day:

- We will begin to open the doors and let children out at around 3.05 as this allows us time to stagger letting the children out as the playground can become crowded.
- At the start of the year as we get to know you all, letting the children out will take longer while we ensure their safety so please bear with us on this and be patient.
- Both Mrs Craven's class and Miss Harrison's class will be released from the same door so please be extra patient with these classes.

What will your child do each day/week?

- Throughout the week the children will engage in a range of lessons and activities:
- Phonics lessons
- English/writing lessons
- Maths lessons
- Religion lessons and worship
- Topic lessons – history or geography based
- Science lessons
- PE lessons
- Throughout the half term they will also engage in D&T lessons, art lessons, RHE lessons, computing lessons
- The children will also engage in the continuous provision areas throughout the week where they will be free to lead their own learning and also engage in set challenges for the week.

How you will find out about what the children are learning about each half term:



Key Stage Autumn 1

Mrs. Craven, Miss Harrison, Miss Winnard

CORE SUBJECTS

ENGLISH

Text focus: Paddington's Post, a range of books on The Great Fire of London, Kate's London Christmas

Writing focus:

1. A letter in role as Paddington to Aunt Lucy. 2. A diary in role as Samuel Pepys. 3. A non-chronological report about The Great Fire of London. 4. A recount. 5. A narrative retelling the story of Kate's adventures in London.

Reading: guided reading 30 minutes per day, class read 10 minutes per day, independent reading 20 minutes per day.

Spelling, grammar and punctuation: a range of grammar and punctuation embedded daily

Phonics: taught daily in groups with sounds appropriate to each child's phonic knowledge

RELIGION – Signs and Symbols

To explore signs and symbols and learn that they have important meanings for us.

To explore symbols of Christianity.

To explore the signs and symbols used in baptism.

To review the Sacrament of Baptism:

- the welcome
- baptism with water
- anointing with the oil of Christ.
- the Baptismal candle

MATHS - Addition and subtraction

Year 1

Addition and subtraction within 10:

- Part-whole model
- Write number sentences
- Fact families - addition facts/subtraction facts
- Number bonds to 10
- Addition and subtraction problems

Year 2

Addition and subtraction:

- Bonds to 10/100
- Fact families
- Add and subtract across 10
- 10 more 10 less
- Add and subtract 10s
- Add and subtract 2 2-digit numbers
- Compare number sentences
- Missing number problems

Computing—Programming 1: Algorithms unplugged

- To understand what an algorithm is.
- To follow instructions precisely to carry out an action.
- To understand that computers and devices around us use inputs and outputs.
- To understand and be able to explain what decomposition is.
- To know how to debug an algorithm.

RHE— created to love others

Created to Love Others explores the individual's relationship with others. Building on the understanding that we have been created out of love and for love, this module explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe both online and in our daily lives.

PHSE -

Health and well being activities



FOUNDATION SUBJECTS

TOPIC – The Great Fire of London (History)

To develop an understanding of London past and present

To learn about the events of the Great Fire of London including key dates on a timeline

To timeline the events of The Great Fire of London in chronological order

To understand how we know about The Great Fire of London through the diary of Samuel Pepys

To understand why the Great Fire of London travelled so quickly and easily

To know that London has changed as a result of the Great Fire of London

Art—Drawing: Make your mark

To know how to create different types of lines.

To explore line and mark making to draw water.

To draw with different media.

To develop an understanding of mark making.

To apply an understanding of drawing materials and mark making to draw from observation.

Music - Friendship Song (Pop, Soul, Film)

A range of listen and appraise, musical and performance activities throughout the unit

PE Dance:

Year 1

I can move to music

I can copy some dance moves

I can perform my own dance movements.

I can move sensibly and safely in space.

I can make up a short dance of approx. 3 repeated moves.

ways

Year 2

I can change rhythm, speed, add level and change of direction.

I dance with some coordination and control.

I make a sequence by linking learned sections together.

I use a dance to show mood and feeling of the topic.

Ball Games

Year 1

I throw underarm

I hit a ball with an implement

I move and stop safely

I throw and catch with both hands

I throw and kick in different ways

Year 2

I use hitting, kicking and/or rolling in a game.

I can decide the space I need to be in during a game.

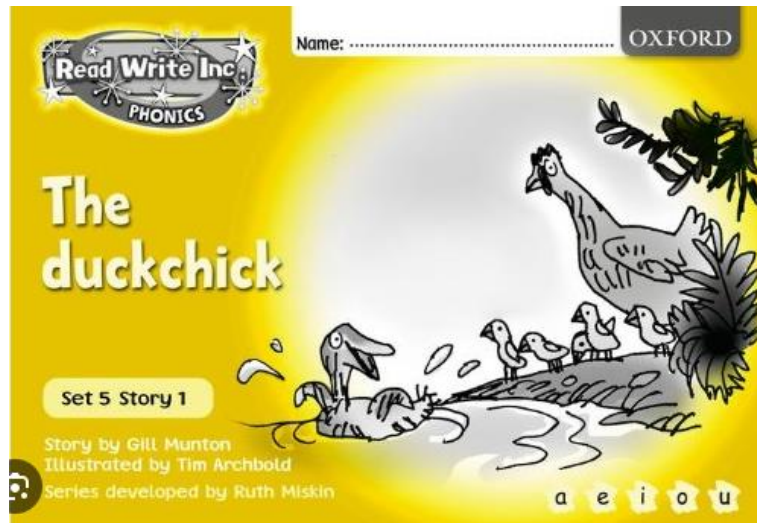
Phonics



- The children have been recently assessed in their phonics and will be grouped into their phonics groups according to these. They will be grouped according to their 'challenge point'
- Each half term the children are re-assessed and re-grouped according to their new challenge point
- We will be holding some phonics workshops for parents this year where you can learn more about what phonics looks like for your child and how you can support them at home

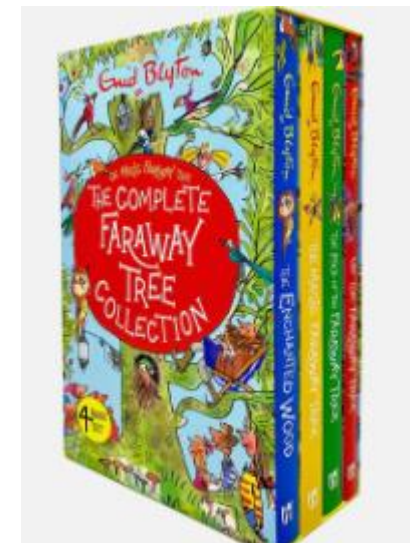
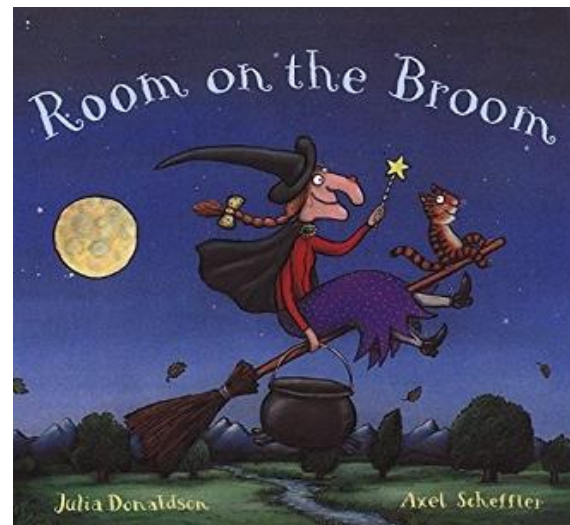
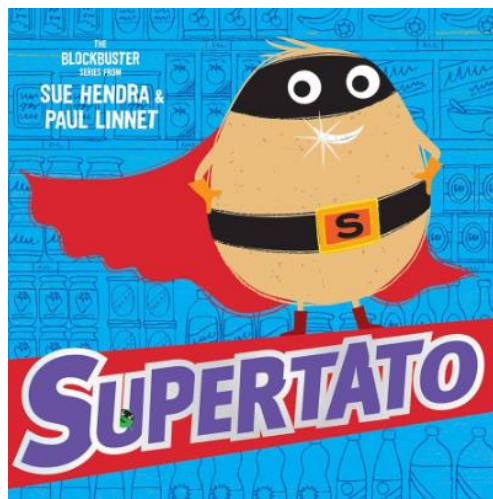
Home reading books

- These go hand in hand with what your child is doing in their phonics group
- They will bring home the book they have read in their group the previous week and a book bag book which goes alongside this:



Reading for Pleasure Book

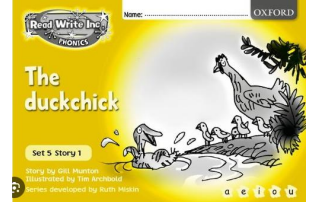
- This can be a book they would like to bring home to share with you, a book they would like you to read to them or if you prefer you can read your own book from home with them or perhaps visit the library.



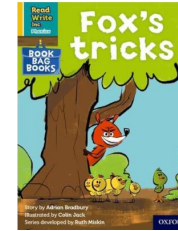
Books they will bring home:

- So they will home 2 or 3 books each week for their home reading books:

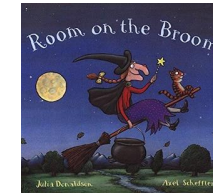
1. The book they have read in their phonics lessons (this is paper so be extra careful with these)



2. A book bag book which matches their phonics level



3. A reading for pleasure book (if they would like to take one)



They will bring home these in their book bag with their homework diary. Please comment and sign each week.

We will write in their homework diary which day your child should bring their book bag in each week as this is not the same for all children.

TTRS and NumBots



- Every child will be given a login which works for both TTRS and NumBots.
- We will stick this in the front of their homework diaries.
- Numbots is a great way for children to practice their basic number skills and mental maths
- TTRS is a great way to get children started on and practicing their times tables.

Behaviour and Reward Systems



- We focus mainly on the reward aspect of these systems:
- Dojos
- Recognition
- Stars of the week
- Caritas Award
- Other mini certificates – maths star, handwriting star
- Phonics star
- Behaviour system – yellow and red cards



At home

- All we ask each week is that you read with your child.
- Hear them read their 2 phonics books. There are questions in these you could ask them to verbally answer.
- Read a reading for pleasure book with them or to them.
- Then fill in their homework diary and send it in to us on their specified day.
- We don't send out spellings to practice as it is an integral part of our daily phonics lessons.

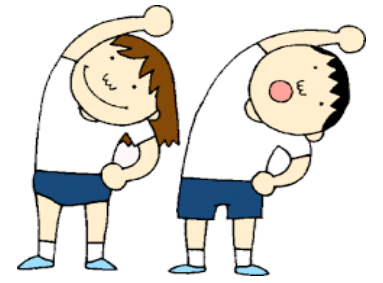
Phonics One to One Tutoring

- If your child is identified for one to one tutoring in phonics, this is a daily intervention to help them make speedier progress in their phonics.
- They may last a half term or longer depending on what we feel they need.
- If your child is identified and you would like to know more about what sounds and words they are focussing on in these groups please just ask.

Important dates:

- Open day in September to come in and see the children in their new environment – date to follow
- Phonics meetings for parents – dates to follow
- Christmas Concert in December – date to follow
- Assessments for phonics every half term
- Assessments for reading, writing and maths – every term (December, April, June/July)
- Year 1 Phonics Screening Check – June 2025 (parent info zoom before this)
- Year 2 optional SATs – May-July 2025
- Parents meetings/evenings – November and April
- End of year open day – June/July 2025
- End of year reports – July 2025

General information



- PE day is still to be decided, we will let you know well in advance of their first PE lesson. On their PE day children can attend school in their PE kit.
- Snacks – fruit and milk is provided daily but children are welcome to bring in their own healthy snack to eat at break time.
- Please send in a water bottle each day for your child. They can be refilled throughout day.
- We run a ‘snack fund’ to help supply other snacks and bits for the department for anyone wishing to donate (this is optional). If you do wish to donate a link will be sent at to do so in September.
- **NAMES ON EVERYTHING!** The children are amazing at taking things off or leaving things places and without names they can be very hard to locate again! We spend a lot of time searching for lost property!

Uniform reminder

- Children should be in full school uniform
- School shoes
- No jewellery including earrings for safety reasons.
- Plastic holders for the holes can be worn



Opal Play and Outdoor Provision

- For Opal play we will ask that you send in a change of clothes including underwear and socks for their Opal Play bag so that if they get wet or dirty they have a change of clothes in school
- These are also great to have if your child has an accident which can still happen at this age
- Also we will ask for a pair of wellies (with names on) to be sent into school for Opal Play as well as outdoor provision and a waterproof coat (also named) that we can keep in school.

How to contact us:

- Via email:
- ccraven@stthomasmorerc.rochdale.sch.uk
- aharrison@stthomasmorerc.rochdale.sch.uk
- obyrne@stthomasmorerc.rochdale.sch.uk

- Class dojo – send us a message

- We will get back to you as soon as we can.

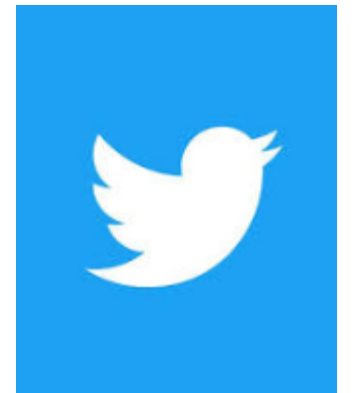
Follow us on Twitter/X:



@MrsCravenSTM

@MissByrneSTM

@MissHarrisonSTM



Any questions...

- Type them in into the chat
- Email us

- If we can't answer a question we will get back to you via phone call, email or class dojo

