



Marish Academy Trust

Welcome
to
Year 1



Outline of the session...

- ✓ Welcome
- ✓ Staff
- ✓ Changes from EYFS to Year 1
- ✓ Procedures and Lunches
- ✓ Timetables and the Curriculum
- ✓ PE
- ✓ Behaviour and Expectations / R - Time
- ✓ Phonics and Literacy
- ✓ Homework
- ✓ Questions





Classes in Year 1

Classes in Year 1 at Marish:

1.1I

2.1W

3.1OA

● Adults teaching in Year 1:

Mrs Imtiaz, Mrs Wakley, Mrs Ommer, Mrs Akram, Mrs Channa and Mrs Joshi, Mrs Bux & Mrs Heer.

What's important when children move on?



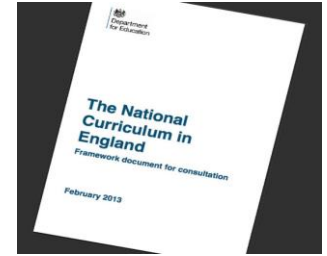
- Making sure the children feel confident and settled.
- Keeping children interested and motivated to learn.
- Continuing the learning journey with minimum disruption.

What will it be like in Year 1?

- Teaching of 'National curriculum' subjects will include lots of practical activities to help children transition from the play based learning they have experienced so far.
- The children will be building upon the skills of independence they have developed in Reception.
- The children will take part in guided groups and build on their prior learning.
- Children will begin to build up the time they spend sitting at tables and working in exercise books..



Year 1 Curriculum



- The curriculum is largely influenced by Reception and as mentioned builds on the skills they have already learnt.
- We work from children's input and questions to adapt teaching and learning.
- Activities will be both practical and incorporate book work and opportunities for learning outside the classroom happen where possible.
- Promotion of the child as an independent learner the curriculum.

How is Y1 different?

- Reduced Teaching Assistant support therefore an increased need to be independent. *E.g. Start and end of the day (managing personal belongings) tidying away, completing independent tasks.*
- Opportunities for independent play will be reduced overtime. Increased focused working time will gradually be introduced.
- Homework activities - this will be explained in further detail
- Reading and re-reading of a range of books until children are able to read confidently and fluently.





Procedures

- The doors will open from 8:15-8:30am for soft start and children will come into the classrooms and start their morning work. If you arrive after 8:30, please report straight to the office rather than the classroom door as lessons will have started.
- Children will be dropped at the classroom doors and they will be collected at the end of the day from the classroom doors.
- If you have a message, please speak to the class teacher at the end of the school day or leave a message with the TA in the morning as teachers will be reading as they come in.
- Please make sure they bring their reading books and reading records everyday and that they are signed at least 3 times a week - more information about this on the reading slide.



Daily Routine

- The first lesson begins at 8:30am
- Morning lessons are made up of Literacy, Maths and Phonics.
- The children have a break at 10.15am and are given a piece of fruit to eat outside.
- Lunch is from 11:40am to 12:40pm.
- Afternoon lessons consist of Phonics, either History/Geography, DT/Art, PE, ICT or PSHE, depending on which day of the week it is.



Timetable

This is an example of a Year 1 class timetable. Each class may vary.

	8:20-8:30	8:30-8:50	9:00-9:20	09:20-09:50	09:50-10:15	10:15-10:30	10:30-11:35	11:40-12:40	12:40-12:50	12:50-1.20	1.00-2:00	2:00-2:50	2:50-3:10
Monday	Soft start and reg	R-Time	Literacy		Phonics	Break	Maths	Lunch	Register	Funky Phonics & GR	Science	Spellings	Story Time
Tuesday	Soft start & reg	Reading	Grammar 9:00 9:50 (Sobia)		Music 9:50 – 10:50		11 PPA 10.50 - 11.40 Mr Ashong	Lunch	Register	Phonics	Maths 1:20 - 2:20	GR 2:20 - 2:50	H/W
Wednesday	Soft start & reg	Singing assembly	Literacy		Phonics	Break	Maths	Lunch	Register	Funky Phonics & GR	PE	RE Sobia	Story Time
Thursday	Soft start & reg	Reading	Literacy		Phonics	Break	Maths	Lunch	Register	Funky Phonics & GR	History	PSHE Spelling Test	Celebration assembly
Friday	Soft start & reg	Reading	ICT 9:00- 10:00		Phonics	Break	Maths	Lunch	Register	Funky Phonics & GR	Literacy	Art	H/W

Literacy

We have incorporated Drawing Club into Year 1 and this has helped with transition. We use the power of Reading Scheme for Literacy with the Drawing Club Approach. Children will be exposed to a range of Year 1 texts this year including Beegu, The snail and the whale, Where the wild things are, Pata's Pumpkin, the Princess and the White Bear King & Claude in the City.

Science

Children will be exploring everyday materials and looking at their properties. Children will be sorting these using Venn diagrams. They will carry out an investigation to find the best material for making an umbrella.

Maths

The children will learn to read, write and count to 20 and beyond. They will be identifying and representing numbers using objects and a number line. The children will learn to identify one more and one less when given a number. They will also learn to add and subtract and solve simple word problems.

PE

This term children will be using gymnastics to improve their co-ordination. They will look at different ways of balancing and different ways of travelling while maintain their posture.

History

Children will be exploring childhood toys and looking at entertainment from the past, including childhood crazes and comparing them to the present. They will also be looking at how clothing has evolved and how children's fashion has changed.

Year 1 Autumn 1 2024-2025

ICT

In ICT children will be exploring how to use a computer. They will create and save documents. They will also learn how to stay safe online.

RE

Children will learn to retell the Christian Creation story and explore how this influences Christians to behave towards nature and the environment.

Art/DT

We will be learning about different artists including Joan Miro. Joan Miro creates abstract art using surrealism. Children will create art works inspired by Joan Miro.

In DT, children will be looking at healthy lunches and how to make a healthy wrap.

Reading

We expect the children to be reading daily. Each child will have their own reading book and reading record that goes home and needs to be read/signed at least 3 times a week. Teachers will monitor this by checking and ticking their reading records.

Children will be sent home with two books. One will be their reading book and the other will be a Phonics decodable reading book.

Homework

Weekly Spelling Test
Weekly Phonics Homework
Maths Homework

PE Days
1I - Tues & Wed
1W - Tues & Wed
1OA - Tues & Fri



Attendance

Every day at school matters for the children so we would like to remind you that unless your child has a temperature or is very unwell please could you encourage your child to attend school every day,

The expectation at Marish Academy Trust is that your child is at school for at least 96% of the academic year. Attendance is monitored regularly and in assembly weekly names are announced for the children with the highest attendance. Term time holidays are not authorised.

Rewards and treats are also up for grabs for the children who have 100% attendance, including certificates and treats. They will also have a prize to take home at the end of each half term.

Let's make this year a memorable one by encouraging the children to come to school and enjoy their learning journey!



Marish Academy Trust Traffic Light Attendance Scheme

How parents can help

- ✓ Contact the school promptly on the first morning of every absence
- ✓ Make every effort to arrange medical and dental appointments outside of school hours.
- ✓ Support the school in ensuring that your child arrives promptly every morning for soft start.
- ✓ Contact the school to discuss any problems or emerging issues with your child.
- ✓ Praise and reward your child's achievements at school.

Why regular attendance at school is so important

- ✓ To achieve your full potential.
- ✓ To learn & to make new friends.
- ✓ To develop a wide range of new skills
- ✓ To build confidence & self esteem.
- ✓ To develop awareness of other cultures and be part of a wider community.

REMEMBER



**Give It 100%
to Get 100%**



Attendance!

For further information, either contact the school office or please see Slough Borough Council's *Attendance Guide for Parents* which is available on <https://www.slough.gov.uk/schools-slough/school-attendance>

Holidays

We ask all parents for their full support in ensuring that holidays are not taken during term-time. There is a total of 175 non-school days every year to take holidays and arrange other family visits and activities.





Make every second count with Marish Academy Trust

School attendance

Our school is working very closely with the Slough School Attendance Service to promote the importance of regular school attendance.

As part of our attendance strategy, we will be monitoring and addressing patterns of school attendance through our 'Traffic lights' Scheme.

The 3 different attendance zones are:

96% attendance and above

Attendance **between 92% and 95.9%**

Attendance **below 92%**

GREEN ZONE:

Pupils in the 'Green Zone' have an attendance of 96% or above. This is great and it is what we are aiming for every child.

AMBER ZONE

Pupils who are in the 'Amber Zone' have an attendance level of between 90% to 95.9%. Pupils with this level of attendance are a for cause for concern & are at risk of under achieving at school.

RED ZONE

Pupils who are in red zone have an attendance below 92%. This is a reason for concern and the pupil will be closely monitored by school attendance officers.

Traffic light zones

Each attendance zone represents different levels of pupils absence



90% of attendance over 5 years = ½ of a school year lost !

ATTENDANCE	NUMBER OF MISSED DAYS
98%	4 days lost
96%	8 days lost
90%	20 days lost
85%	29 days lost
80%	38 days lost



PUNCTUALITY



It is also very important to attend school every day and on time

5 minutes late each morning and afternoon and you miss 1 hour of school every week
OR a full day each term.

So being on time counts too!

Every School Day Counts

Attending school regularly is important.. Sometimes as a parent/guardian it can be confusing when we are told our child's attendance percentage.

In a test many of us would be pleased with a score of 85% but in attendance terms this is not a good level of attendance for your child. Often when a child is absent in small amounts it can be hard to see or understand the impact. However, when all these days are added together it can often be shocking how much it can total. At 85% attendance or below, using the table below, you can see how much impact this would have in giving your child the chance to learn at the same rate as their peers.

ATTENDANCE %	Days missed in a year	Impact	Learning Missed in Primary School
100%	0 days	Gives your child the best chance of success	0 days
95%	9 days 1 week and 4 days	Gives your child the best chance of success	63 days 1 term
90%	19 days 3 weeks and 4 days	Makes it harder for your child to progress	133 days Over 2 terms
85%	27 days 5 weeks and 3 days	Serious impact on learning and progress	189 days 1 school year
80%	36 days 7 weeks and 3 days	Serious impact on learning and progress	252 days 1 school year and a term
75%	45 days 9 weeks and 1 day	Serious implications around learning	315 days Nearly 2 school years



Things to remember

Please can you ensure your child brings in the following items into school everyday and that they are all **labelled** with their name and class:

- ❖ Coat
- ❖ School jumper
- ❖ School bag/book bag
- ❖ Water bottle
- ❖ Reading book and reading record
- ❖ Please ensure children are wearing black school shoes



Clothing and PE

- Please ensure all children wear their PE kit to school on the day that their class has PE. They will remain in their PE kits for the entire day.

- Children will have PE twice a week.

1I: Tuesday & Wednesday

1W: Tuesday and Wednesday

1OA: Tuesday & Friday

- Children need a red T-shirt.

- Outdoor PE - dark coloured warm tracksuit and trainers.

- Indoor PE - black shorts and trainers

- Can you please ensure that children are not wearing earrings or any jewellery on the days they have PE for safety reasons.



Rules

Here at Willow, we follow 3 Diamond Rules:

- Follow instructions with thought and care
- Show good manners at all times
- Care for everyone and everything



Rewards



**Bouncy Ball
Rewards**

1 jar= 10 minutes extra play
2 jars=prize from the treasure box
**3 jars= £10 voucher to buy resources for the
classroom**



Rewards

50 Dojos - Bronze Certificate
Stationary prize

100 Dojos - Silver Certificate
Prize from the treasure box

150 Dojos - Gold Certificate
New book



Step System

If your child does not follow our important rules, they will be placed on our Step system.

- Step 1 - Verbal reminder.
- Step 2 - Name placed on board.
- Step 3 - Time out within the classroom.
- Step 4 - Sent to another year group for time out.
- Step 5 - Sent to a member of SLT and phone call home to parents/carers.

Slips for any children who are placed on Step 3, 4 and 5 will be sent home with the child, explaining why they have been placed on this step. A meeting will be held for any children you receive a step 4 or 5.



Step One and Two

Behaviours	One or more things an adult can do	Support offered
Wandering around the classroom/school	<ul style="list-style-type: none">→ Non-verbal gestures<ul style="list-style-type: none">✓ Eye contact✓ Frowns✓ Finger clicks→ Planned ignoring→ Remind children of expectations in Marish Academy Trust. Remind children of the Three Diamond Rules→ Use other pupils as role models→ Change of seat	<ul style="list-style-type: none">→ Class teacher talk with child→ Look for, and reward with Dojo/stamps, the correct behaviour→ Dojo/stamps, certificates, stickers, class rewards (bouncy balls)→ Possible R-Time sessions
Calling out or interrupting the class		
Ignoring instructions		
Making silly noises		
Talking when asked to be silent		
Pushing in line		
Swinging on the chair		
Running in the corridor		
Being noisy around the school (movement between lessons/ breaks)		



Sanctions

Step Three

Behaviours	One or more things an adult can do	Support offered
Repeated step 1 and 2 behaviour	→ Time out in the classroom in which they need to complete a reflection sheet about their behaviour.	<ul style="list-style-type: none">– Class teacher to talk with child– Rewards for good behaviour choices (Dojo/stamps, stickers, certificates...)
General refusal to do anything, including class work		
Throwing objects in temper (i.e. pens, pencils, books...)		
Physically or verbally hurting someone		
Being rude/ disrespectful to an adult	→ If persistent (three in a week), letter to be sent home requesting a meeting with parents to discuss behaviour with class teacher and Year Lead	<ul style="list-style-type: none">– If persistent (three in a week), the child could be put on a limited time behaviour monitoring program with set goals agreed by the child, class teacher, year lead and parent.
Lying		
Swearing		
damaging classroom property (graffitiing on books or tables; snapping rulers...)	→ Record behaviour on Behaviour monitoring sheet	
Poor conduct whilst wearing school uniform (i.e. on a school trip)		



Sanctions

Step Four

Behaviours	One or more things an adult can do	Support offered
Repeated step 3 behaviour	→ Sent to designated classroom in the school, with a reflection sheet to be completed	→ Assistant Head to talk with child
Leaving the classroom or teachers supervision without permission		
Extreme rudeness	→ If persistent (two in a week), letter to be sent home requesting a meeting with parents to discuss behaviour with class teacher and Assistant Headteacher	→ Rewards for good behaviour choices (Dojo/stamps, stickers, certificates...)
Intentional spitting at another person		
Extreme physical or verbal abuse towards another person		
Throwing dangerous objects	→ Record behaviour on Behaviour monitoring sheet	→ If persistent (two in a week), the child could be put on a limited time behaviour monitoring program with set goals agreed by the child, class teacher, Assistant Headteacher and parent.
Stealing		
Encouraging physical aggression in others		



Sanctions

Step Five

Behaviours	One or more things an adult can do	Support offered
Repeated step 4 behaviour	<ul style="list-style-type: none">- Sent to designated classroom in the school, with a reflection sheet to be completed→ Exclusion from the class and playground for the rest of the day. Reflection sheet to be completed→ Parents contacted and a <u>meeting arranged</u>. Letter to be sent home confirming meeting and reasons for meeting. Behaviour targets to be discussed and set at meeting.→ <u>Child</u> could be placed on a behaviour monitoring program for a set period and reviewed at the end of this period.→ Record behaviour on Behaviour monitoring sheet	<ul style="list-style-type: none">→ Member of SLT (Assistant Headteacher or Deputy Headteacher) to talk with child→ Rewards for good behaviour choices (Dojo/stamps, stickers, certificates...)→ Possible Learning Mentor→ Possible SEBDOS involvement
Serious challenge to authority		
Dangerous acts of vandalism		
Bullying (persistent and targeted physical or verbal acts)		
Comments that are racist, homophobic or related to physical disabilities		
Physical abuse to a member of staff		
Leaving school site without permission		
Extreme behaviour that is violent or dangerous		
Use of mobile phone within school hours/on school premises (including trips)		



Behaviour Reflection Sheet



Name of child: Date: Class: Reached step 3 4 5 (please circle)
Explain what school rule/s you have broken; <ul style="list-style-type: none">• Show good manners at all times• Care for everyone and everything• Follow instructions straight away
What should you have done?

With younger children you may need to be a scribe or annotate their writing or drawings.

If your child reaches a step 3, 4 or 5....

They are given time to reflect and explain to their teacher what rules they have broken and what they should have done.



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R- Time



Relationships to improve education



Reading

- Children will be given a new 2 books every week, as time goes on this will change to twice a week. Some children will be given a REN book to read which will require them to complete a quiz at school once they know the book well enough. Quizzes test your child's comprehension and understanding using multiple choice and they can look back in the book when answering questions to find the answers.
- Children will also receive a big cats reading book. This will be changed once a week. This book is to help with recognising and consolidating their phonics sounds
- Please encourage your child to read everyday and sign their reading record once they have completed the book. Please also leave a comment so we know how well they have read their book.
- We will write the date and record the title of their book into their reading record on the days that a new book is given. Please take care of these books and ensure they are brought into school everyday.



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Lunches



School dinners:

In year 1 & 2 school dinners are free however you need to log onto ParentPay to book your child's lunch at least 24 hours in advance. There is a meat option, a vegetarian option and a pasta option available everyday.

Packed Lunches:

Marish Academy Trust is a healthy school and would like to promote a healthy lifestyle. Please can we minimise the amount of treats that are placed within lunchboxes. Excessive amounts of chocolate/treats will be removed & placed within your child's book bag.

There is a strict **no nut** policy at Marish Academy Trust.

Homework



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Homework projects will continue this year because they were so successful last year.

Children have 2 homework books to complete.

- Phonics - please complete 5 pages each week (ideally one page daily throughout the school week). All pages to be completed will be marked with the due date.
- Maths homework- this will be handed out once a week and will need to be handed back to the teacher on Thursday. Comprehension books will commence at a later date.
- Numbots
- Spelling Test

Homework books will be handed out on Wednesday and are due back on Tuesday. As well as the homework books and projects, all students will be expected to practise their spelling words weekly as they will be tested every Friday.



How can you help from home?

Read **3x per week** (or every day if possible) with your children. We cannot stress enough how much this will help in every area of the curriculum.

- Supporting your children to complete homework and spellings later in the year.
- High Frequency Words, letter formation, and simple number practice.

How can I help my child be Year 1 ready?

Talk about the change in a positive way so your child feels as confident as possible in their new class as it can be a big change for a start.

Maths:

- Practice counting in 2s, 5s and 10s - money is a great way to do this or just chanting it together.
- Counting to 100
- Work on number formations

Reading

- Reading daily with your child and encouraging them to sound out words they cannot read fluently.
- Reading to your child to expose them to a wide range of books

Writing

- Encourage your child to write in sentences building up to using capital letters, finger spaces and full stops - make it fun and meaningful like a shopping list or letter to your family.
- Make sure your child is forming recognisable letters that are sitting on the lines, if your child struggles to hold their pencil work on strengthening their fingers use things such as Lego, Playdough, threading beads or small tools.

Finally encourage them to be independent, as Year 1 is where children become much more independent in their learning and within school.



Thank you for any support!
If you have any questions please do
speak to your class teacher or email
the school email address
post@marishandwillow.co.uk and we
will be happy to help.