

Welcome to Year 1

Key Stage 1





The Orleans Primary Governing Board

Governors are volunteers who contribute their skills and community knowledge to making sure schools are successful for everyone.

They act as a “critical friend” to the school and are involved in all aspects of school life in a strategic capacity.

- ▶ Governors are appointed or elected by various groups with the aim to have a broad and balanced skill set. Term of office is 4 years.
- ▶ Governors attend training to increase their knowledge of school governance and the education sector and to further develop their skills.
- ▶ The board is made up of 2 parent governors, 8 community (co-opted) governors, 1 local authority governor, 1 staff governor and the Head Teacher.
- ▶ Governors meet for full board and committee meetings every half term.
- ▶ Governors also visit the school to see how plans are working in action, listening to the views of pupils, staff and parents



Our Goal

We aim to blend challenge and support to hold the school to account and to ultimately improve standards for our children, ensuring that they are able to achieve to the best of their ability.

How do we do this?

- Review the big picture and long-term goals for the school.
- Monitor and evaluate the implementation of the School Development Plan and the School's Policies.
- Analyse the school's academic performance.
- Ensure the school is a safe place for our children and that any disclosures are dealt with appropriately.
- Oversee the financial performance of the school and ensure money is well spent.



Structure

Finance and Premises



Caroline Green
Chair of F&P
Vice Chair of the Board
*Safeguarding
Leadership and
Management*



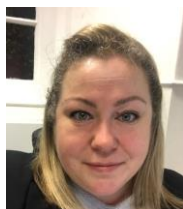
Alan Watkinson
Reading
* will be stepping down at
end of academic year



Dinaz Zaq
Health & Safety



Loretta Lau



Phoebe DuParq



**Alex Axiom, Chair of
the Board (Current)**

Quality and Standards



Julia Shute
Chair of Q&S
Maths



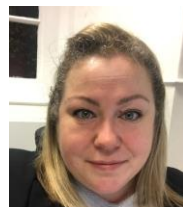
Mark McKiernan
*Inclusion / Diminishing
the Difference*



**Anthony
Bendelow**
Writing



**Yervand
Sarkisyan**
*Quality of
Education*



Phoebe DuParq



**Roz Orchard, Chair of the
Board (effective October
2023)**

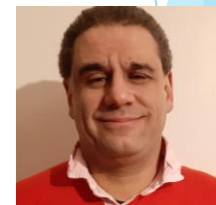
Personnel, Child and Community



Alex Axiom
Chair of PC&C
*Safeguarding
Personal
Development*



Roz Orchard
Early Years



Philip Moshi
Behaviour & Attitudes



**Anthony
Bendelow**
Writing



Phoebe DuParq



Getting in touch

The Governors and school staff are dedicated to ensuring that all our children are safe, well supported, achieve their potential and enjoy school. Parents are a key stakeholder for us and you can help us in our role by:

- ▶ Responding to any parent surveys that you may be sent.
- ▶ Letting the school know what support would be beneficial to help your child's learning, wellbeing, and experience.
- ▶ Consider putting yourself forward to join the governing board (we have an upcoming vacancy for a co-opted governor).
- ▶ If you see us at a school event, feel free to chat with us!

You can contact us at: governors@orleans.richmond.sch.uk

Governor Meeting minutes are available via the school website:
Home/About Us/Governors/Minutes of Meetings

Meet the Team



Mrs Prinsloo
Class Teacher
Key stage 1 Phase Leader



Miss Palczewski
Class Teacher



Miss Bostock
Teaching Assistant



Mrs Mc Carty
Teaching Assistant



Ms Domi
Learning Support Assistant

Hand Over

Sharing information

- Friendship groups
- Assessment
- Possible anxieties
- Strengths and areas for development
- Phonics



Ms. Connolly
Class Teacher
EYFS Phase
Leader



Miss Banks
Class Teacher

Draft curriculum Map

			Exception words			
Maths	Numbers within 10 Shape and Pattern	Addition and Subtraction within 10 Numbers within 20 Addition and Subtraction within 20	Time Exploring Calculation Strategies Numbers to 50	Addition and Subtraction within 20 Fractions Length and Mass	Numbers to 50 to 100 and beyond Addition and Subtraction within 100	Money Multiplication and Division Capacity and Volume
Science	Seasonal change & investigation Autumn & Winter	Everyday Materials		Animals + Humans 	Seasonal change & investigation Spring & Summer	Plants & Investigation
Computing	Online safety Computer Rules	Logging on and improving mouse skills	Keyboard Skills - Busy Things (Online safety)	Programming <u>BeeBot</u>	Algorithms Unplugged	Introduction to Data

History/ Geography History Mystery	What is the geography of where I live? NC page 185	How do our favourite toys and games compare with those of children in the 1960s? NC page 186	Why do we love being beside the sea so much? NC page 185	What does it take to be a great explorer? NC page 186	How does the weather affect our lives? NC page 185	How do we know so much about where Sappho used to live? NC page 186
Art / DT	Formal Elements of Art	Mechanisms: Making a moving story book	Sculptures and collages (Theme: Living things)	Structures: Constructing a windmill	Landscapes using different media	Food: Fruit and vegetables
PSHE	Relationships Who is special to us?	Health and wellbeing What helps us stay healthy? <u>Anti-Bullying week</u>	Living in the wider world. What can we do with money?	Health and wellbeing Who helps to keep us safe?	Growing and Caring for Ourselves (RSE)	Living in the wider world. How can we look after each other and the world?
RE	Friendship KQ: What does it mean to be a good friend? -Resolving conflicts -Religious stories about friendships -Making links	Gifts & Giving KQ: Why are gifts important? -Links with Christmas and Eid al-Fitr	Religion & Ritual KQ: How is a routine different from a ritual? - Non-religious rituals - Rituals associated with prayer	Easter Surprises KQ: Why is Easter an important time for Christians? -The events of Holy Week Easter celebrations	Caring for others KQ: How can we be for others? - Kindness & caring Religious values Exploring different perspectives	Places of worship KQ: What is a place of worship? - Look at different examples (synagogue & <u>church</u>) - Name events
PE	Ball Skills	Net and Wall	Invasion	Sending & Receiving	Team Building	Athletics Sports Day Practise
	Dance – Magic Toys		Fundamentals		Gymnastics	

Maths

Reception- Year 1

- ▶ We continue the Mathematics Mastery approach introduced in Reception.
- ▶ Whole class lessons
- ▶ SDI's
- ▶ Year 1 termly KIRF's
- ▶ Pre-teach sessions
- ▶ Maths meetings
- ▶ Focussed on going deeper into the Maths rather than bigger numbers. Using language to explain reasoning.





Mathematics Curriculum Map: Year 1

Mastery

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Autumn	Numbers to 10		Addition and subtraction within 10		Shape and patterns		Numbers to 20		Addition and subtraction within 20	
	<ul style="list-style-type: none"> • Represent, compare and explore numbers within 10 • One more and one less • Doubling and halving 		<ul style="list-style-type: none"> • Represent and explain addition and subtraction • Commutativity • Addition and subtraction facts 		<ul style="list-style-type: none"> • Identify, describe, sort and classify 2-D and 3-D shapes • Investigate repeating patterns • Use and follow instructional and positional language 		<ul style="list-style-type: none"> • Identify, represent, compare and order numbers to 20 • Doubling and halving • One more and one less 		<ul style="list-style-type: none"> • Represent and explain addition and subtraction strategies including 'Make Ten' • Use known facts to add and subtract 	

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Spring	Time		Exploring calculation strategies within 20		Numbers to 50		Addition and subtraction within 20		Fractions	
	<ul style="list-style-type: none"> • Read, write and tell the time to o'clock and half past on analogue clock • Sequencing daily activities • Whole and half turns linked to time 		<ul style="list-style-type: none"> • Model, explain and choose addition and subtraction strategies 		<ul style="list-style-type: none"> • 2-digit numbers – represent, sequence, explore, compare. • Count in 2s, 5s and 10s • Describe and complete number patterns 		<ul style="list-style-type: none"> • Illustrate, explain and link addition and subtraction with equations • Apply 'Make Ten' strategy • Use language to quantify and compare difference 		<ul style="list-style-type: none"> • Identify $\frac{1}{2}$ and $\frac{1}{4}$ of a shape or object • Find $\frac{1}{2}$ and $\frac{1}{4}$ of a quantity 	

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Summer	Numbers 50 to 100 and beyond		Addition and subtraction		Money		Multiplication and division		Measures: Capacity and volume		
	<ul style="list-style-type: none"> • Read, write, represent, compare and order numbers to 100 • One more / fewer, ten more / fewer • Identify number patterns 		<ul style="list-style-type: none"> • Explore addition and subtraction involving 2-digit numbers and ones • Represent and explain addition and subtraction with regrouping • Investigate number bonds within 20 		<ul style="list-style-type: none"> • Name coins and notes and understand their value • Represent the same value using different coins • Find change 		<ul style="list-style-type: none"> • Explore arrays • Share equally into groups • Doubling • Link halving to fractions 		<ul style="list-style-type: none"> • Compare capacities, volumes and lengths • Explore litres • Apply understanding of fractions to capacity 		



Fluency



Approaches to Fluency 2:

Maths Meetings

At Orleans, we hold '**Maths Meetings**' 3 times per week.

- Each meeting begins with a song, rhyme, poem or chant to ensure full participation and enjoyment.
- Meetings begin with 'calendar' maths - days of the week, months of the year, seasons and sequencing all of these.
- Their purpose is to consolidate key areas of Mathematics or introduce new topics.

The meeting covers several curriculum areas, broken down into short segments.

For example:

- ✓ Number
- ✓ Shape
- ✓ Measures
- ✓ Time
- ✓ Money

Please see Google Classroom your child's yearly overview planner for Maths Meetings. Use this to help support your child's learning at home.



Fluency



Times Tables

National Curriculum Times Table Expectations:

Expectations for times tables for each year group:	
Year 1	Count in multiples of 2, 5 and 10. Recall and use all doubles to 10 and corresponding halves.
Year 2	Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.
Year 3	Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.
Year 4	Recall and use multiplication and division facts for multiplication tables up to 12x12.
Year 5	Revision of all times tables and division facts up to 12x12.
Year 6	Revision of all times tables and division facts up to 12x12.

At Orleans, we run a times table programme to support and motivate our pupils to achieve these expectations.

Years 2 - 6

Stage 1 - 2x, 5x, 10x = Blue badge

Stage 2 - 3x, 6x = Green badge

Stage 3 - 4x, 8x = Yellow badge

Stage 4 - 7x, 9x = Red badge

Stage 5 - 11x, 12x = Orange

Ultimate Challenge:
TIMES TABLE GURU!

Prize: Squishy and a times table pencil!



Key Instant Recall Facts

Year 1 – Autumn 1

I can recite the number names in order to 50 and beyond.

By the end of this half term, children should be able to count to 50 confidently, easily and quickly.

Start off by creating a number square like the one below or creating your own number flash cards and as confidence grows try without any aides.

Also try starting at different numbers and asking your child to continue counting on from e.g. 15.

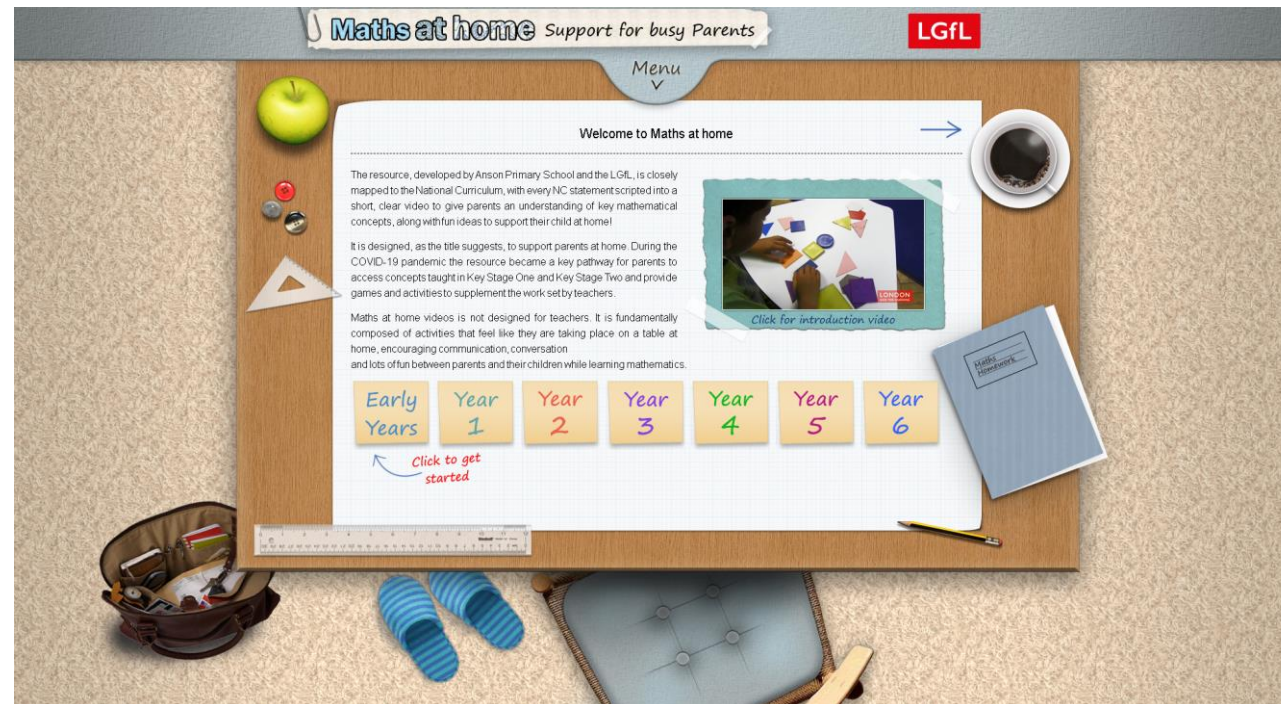
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40

Maths at home

This online resource is closely mapped to the National Curriculum, with every NC statement scripted into a short, clear video to give parents an understanding of key mathematical concepts, along with fun ideas to support their child at home!

It is designed, as the title suggests, to support parents at home.

This is a key pathway for parents to access concepts taught in Key Stage One and Key Stage Two and provide games and activities to supplement the work set at school.



Click the link [here](#) to explore the resource for your child's year group.

English - The Power of Reading

We are a 'Power of Reading' school which means that we follow the Power of Reading teaching sequences throughout the school - all the way from Nursery to Year 6. The Power of Reading is an approach to teaching literacy that is guided by research and places emphasis on teaching literacy through using high quality texts and creative teaching approaches (such as art and drama).

Intent of English lessons at Orleans Primary School:

- Promote high standards of language and literacy.
- Provide quality experiences that enhance children's knowledge, skills and understanding.
- Create enthusiastic, effective and reflective readers and writers of stories, poetry, drama and non-fiction.
- Produce lifelong readers and writers.
- Promote a love of reading and writing.

Year 1 Power of Reading Texts	<u>Autumn</u>		<u>Spring & Summer</u>	
	Out and About	The Storm Whale	Secret Sky Garden	Lila and the Secret of Rain
<u>Literary Form</u>	Poetry	Picture Book	Picture Book	Picture Book - Nonfiction focus
<u>Unit-Specific Vocabulary</u>	Pale, shoots, poking, through, scamper, shout, buddy, squelchy, sloppy, slither, slide, bulbs, season, puddles, ripples, cloud, jungle, tangled, stalks, creep, scramble, suddenly, fields, fences, blossom, tulips, candles, sunshine, bedtime, alight, ghost, afternoon, autumn, spring, summer, winter, slosh, buckets, spray, squirting, hose, sprinkled, shrieks, brass, sandwiches, seaweed, shells, pouring, waves, defences, afloat, play, day, sand, castles, mountains, grass, private, feathery, plums, seeds, weeds, stalks, pods, flowers, hurrying	Storm, whale, six, sea, early, work, fishing, dark, long, raged, great, house, beach, left behind, walked, shore, spotted, something, distance, closer, believe, washed, little, wondered, water, quick, stories, island, excellent, listener, drawing, growing, worried, bath, angry, secret, evening, safe, managed busy, belonged, goodbye, hoped, often, friend, again	Secret, garden, sky, airport, used, greyer, hearing, rooftops, stretched, miles, calm, still sea, Saturday, Monday, sometimes, recorder, something, missing, definitely, sounds, around, tannoy, terminal, whine, planes, music, bells, hatched, plan, lugged, huge, carpet, litter, swept, drift, squished, gently nuzzled, completely, noticed, flight, bigger, months, flowers, emperor, blankets, nodding, waving, watered, fizz, song, radio, tiny, stairwell, laughing, satisfied, zoo, amazing, dreaming, kites, shaped, shield, harmonica, silver, descending, darkens, sparks, fairy, fireworks, criss-crossing	Kenya, firewood, well, crops, village, mountain, foot of a mountain, remain, weed the garden, silent, weeping, breeze, flock of birds, scorching, sun rays, ebony, emotion, lightning, roar of thunder, echo, gentle, awash, joyful, celebrate, relieved, knowing smile,
<u>Extended Writing Focus in English</u>	<p>Poetry writing - writing poetically about real life experiences with an outdoor theme.</p> <p>Free writing - about outdoor experiences</p>	<p>Whale fact file.</p> <p>Goodbye letter.</p> <p>Recount of the story.</p>	<p>Persuasive writing - a letter to the local MP, asking for more recycling bins in the local area</p> <p>Personal writing in response to the theme of friendship</p>	<p>Narrative based on the text - their own version of Lila and the Rain</p> <p>Poetry writing - call and response poem</p> <p>Non-chronological report about Kenya</p>

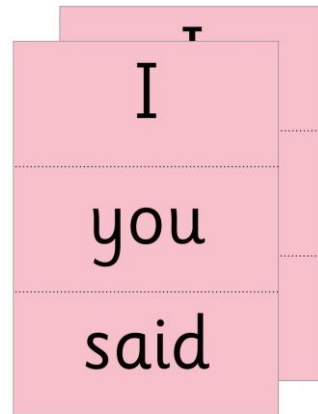


Read Write Inc. Phonics

RWI Spelling is a systematic spelling programme that is delivered to years 2-6, following on from RWI Phonics which is delivered in Reception and Year 1.

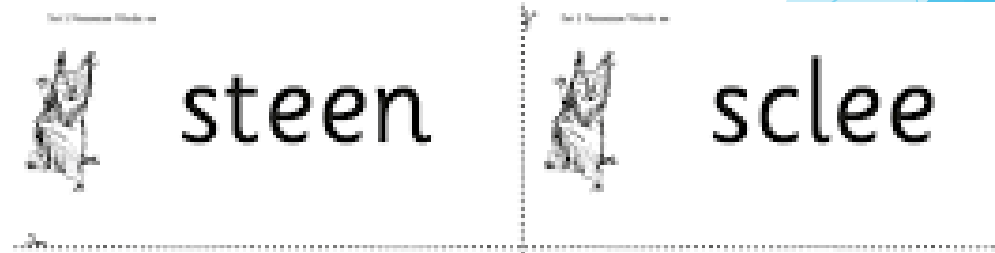


Read Write Inc. Phonics lessons



Teach children to:

- Recognise set 1. 2 3 and the additional sounds.
- Using their phonic knowledge to decode and blend words.
- Focusing on red words- high frequency words
- Using phonic knowledge to blend and decode alien words.



Login

Please select your user type.



Students

Teachers

Parents

Class or student username

Password

Login

[Help](#)[Forgotten my login](#)

Read Write Inc. Phonics

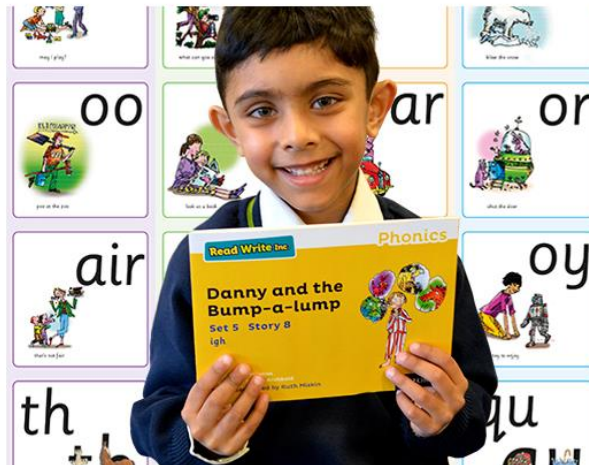


Hide info

Read Write Inc. Phonics is a whole-school approach to teaching literacy for children aged 4 to 9 that creates fluent readers, confident speakers and willing writers.

The Read Write Inc. Phonics subscription provides planning for all the stages of the programme. [Digital versions of Phonics Handbooks 1 and 2](#) are also available with printable lesson plans. Subscribers can use the [Overview document](#) to find relevant resources. You can also search by key word and filter.

The Ruth Miskin Training Online Training subscription includes training videos, Virtual Classroom films and other CPD resources. Subscribers should visit the [Ruth Miskin Training School Portal](#) to log in and access these.



Questions to talk about

Ask children to TYP for each question using 'Fastest finger' (FF) or 'Have a think' (HaT).

- p.8 (FF) What do rats do in the night?
- p.10 (HaT) How do you think the boy is feeling when he says he might get a bit of a fright in the night?
- p.11 (FF) What do goblins do in the night?
- p.11 (FF) What does he do when something goes bump?
- p.12 (HaT) Why does he feel better by the end of the story?

Reading in Year 1

- Daily reading sessions during our phonics lessons
- Borrowing books
- Reading at home
- Reading Diaries
- Reading Challenge



Reading for Pleasure

Fostering a love of reading is our goal!

What works in promoting reading for pleasure?

Having **access to resources and having books of their own** has an impact on children's attainment. There is a positive relationship between the estimated number of books in the home and attainment. Children who have books of their own, enjoy reading more and read more frequently.

An important factor in developing reading for pleasure is **choice**. Choice and interest are highly related.

Rewards, such as books or book vouchers have been found to be more effective in developing reading motivation than rewards that are unrelated to the activity.

Parents and the home environment are essential to the early teaching of reading and fostering a love of reading. Children are more likely to continue to be readers in homes where books and reading are valued.

Research reports a link between **library use and reading for pleasure**. Young people that use their public library are nearly twice as likely to be reading outside of class every day.



In order to encourage a love of reading for pleasure ALL children will be taking part in the Reading Challenge.

In September we will be launching the NEW and IMPROVED Orleans Reading Challenge so please look out for more information at the start of the new school year!



JOIN TODAY!

The Summer Reading Challenge is ON.

Ready, Set, Read! is the name of the game and this year, you guessed it, our theme is sports and games.

Take part in your local library or online, right here. Set a reading goal and log your books on your profile. When you reach your goal you will unlock some digital goodies.

Join today!

We would love every child to sign up to the Library Summer Reading Challenge to maintain good reading habits over the holiday and so that we can celebrate the achievements when they return to school in September.

<https://summerreadingchallenge.org.uk/>

English - Grammar

In Orleans Primary School we use Planpanion resources in order to deliver our grammar lessons. The lessons are mapped out across the academic year, ensuring flexibility and allowing for consolidation where needed.

Intent of Grammar lessons at Orleans Primary School:

To promote high standards of language and literacy.

To give pupils the knowledge required to become confident writers.

To understand the English language and the importance of grammar.

To enable children to have conscious control and choice in language.



Nelson
Handwriting



Checklist for Sitting Position for Handwriting

- Feet flat on the floor.
- Table at elbow height.
- Hips, knees and ankles at 90°.

Correcting a Poor Sitting Position

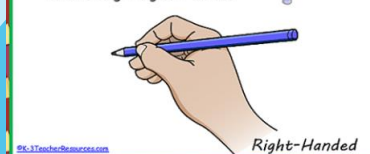
- Make use of a firm cushion if the table is too high.
- Use foot blocks or an old telephone directory if the child's feet do not touch the floor.



<https://thehappyhandwriter.co.za> ©bunty mcdougall, occupational therapist

The Pencil Hold Rap

- Pick up your pencil - use your pointer and thumb,
- Let it dangle - this is step one.
- Use your other hand to rotate your pencil around
- Until, it reaches it's pillow where it gently lies down.



Right-Handed

©K1TeacherResources.com

English - Handwriting

The ability for children to write legibly is essential in order for them to demonstrate their true potential throughout their school careers (and their lives beyond school) as well as ensuring that they have the ability to communicate effectively using writing.

At Orleans Primary School, we follow the Nelson Handwriting scheme which encourages development of an individual style in each child through carefully structured stages.

The quick brown fox jumps over the lazy dog

Home Learning

- ▶ Home Learning is set every Tuesday on Google Classroom and is due Monday morning.

Reading

Weekly spellings

Maths activity

SPaG activity

Creative project termly

- ▶ Any additional activities can be uploaded to Google Classroom.

Communication

- ▶ School Website
- ▶ Weekly Overviews
- ▶ Google Classroom
- ▶ Class Reps
- ▶ Parent Mail
- ▶ Weekly Newsletter - via office
- ▶ Parent workshops



Online safety is taught **throughout the academic year**. Children are taught to:
Use technology safely, respectfully and responsibly; recognise acceptable and unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Children learn about online safety through:

- Computing lessons
- PSHE lessons,
- RSE lessons,
- Cross-curricular research opportunities.

The school embeds online safety through:

- Appropriate filtering
- Monitoring systems (classroom. cloud)
- Curriculum planning
- Safeguarding



What can you do at home to encourage online safety?

Responsibility for online behaviour outside of school remains the children's and parental responsibility.

Be aware of the **legal age restrictions** for various apps.

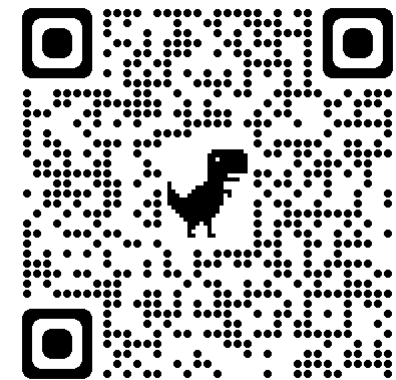
- Facebook is 13+, TikTok is 13+, Youtube is 13+, Whatsapp is 16+.

Set up parental controls **before** giving devices to children.

- Scan the QR code to get information on how to set the parental controls for all devices.

Online safety advice is also shared weekly in the school newsletter.

Further advice is also available from your LSCB website.



Willow Wood Outdoor Learning

What is it?

First and foremost, Willow Wood is an opportunity to learn outside and connect with nature. Tailored workshops, adaptable for all ages, are led by our skilled leader Kevin Morgan who has over 20 years experience. Programmes include bush craft (fire building, roasting marshmallows); making bug hotels, bird nests and fat balls; pond dipping; shelter building; team challenges; and appreciating nature (learning about wildlife through observation and exploration).



Toasted marshmallows



Covered canopy learning base



Pond dipping and learning about local wildlife



Learning how to support biodiversity



Shelter and team building



"Learning outside is fun for me. It makes me happy and I can learn new things." (Claudia, aged 10)



"I feel calm and relaxed when learning outdoors." (Elvin, aged 9)



"Willow Wood is a beautiful place of trees, flowers and nature. It is like an escape to another world." (Hannah, aged 8)

Where is it?

Based at St Mary's CE Primary School Junior Site on Richmond Road, Twickenham, Willow Wood is nestled at the back of the school just a stone's throw from English Heritage's Marble Hill Park. Workshops are outside but groups have access to the school's toilet facilities and a spare classroom if necessary.



"Kevin is amazing. He makes the sessions fun and we always come away having learnt something new." (Noah, aged 10)

How can we get involved?

To enquire about school groups bookings, contact Simon Minty sminty@st-marys.richmond.sch.uk. A programme of five 1.5 hour sessions is costed at £30 per child.

Supporting your child in Year 1

Home
Learning

Instant
Recall
Facts

Class
visits/Trips

Counting
in steps

Reading

Projects

Uniform and Clothing

Children are required to wear correct school uniform

- ▶ All details in the booklet
- ▶ Stevensons
- ▶ Dress for the weather
- ▶ Book bag or rucksacks
- ▶ Name EVERYTHING!
- ▶ PE - they come dressed in their PE clothes on PE day.



PE

Our class PE days TBA

- ▶ - Indoor PE
- ▶ - Outdoor PE

PE kits to be worn on PE days

Please come to school dressed in PE kit.

- P.E t-shirt
- Royal plain shorts/ tracksuit bottoms/ navy leggings/ navy skorts.
- Royal Sweatshirt
- White or black Velcro Trainers
- Please ensure children can tie laces independently before wearing laced shoes to school.

Things to do for parents

- ▶ Label uniform
- ▶ Apply for a DBS



Working together-

School works best when it's a partnership between us and you, so...

- Please support and reinforce the school's rules and expectations (behaviour, uniform, attitude etc)
- Do come and talk us about any queries, questions or concerns you might have - we want to help!

Thank you for listening-





QUESTIONS