



# **Orleans Primary School**

## **Year 1 Curriculum Booklet 2023-2024**

# 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

**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)



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

## 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**

## 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**

## **Meet the Year 1 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**

## **What is life in Year 1 like?**

In Year 1 we adopt a very creative and enthusiastic approach to our curriculum. From day one, we encourage independence and a love of learning. This ethos is echoed through everything we do with the hope that this will be embedded for life.

## **Which staff are in Year 1 this year?**

There are two classes in our year group.

<b>Class Name</b>	<b>Teacher</b>	<b>Teaching Assistant</b>
1RP	Mrs R Prinsloo	Miss Bostock
1KP	Miss Palczewski	Mrs Mc Carty

## **What does a typical week in Year 1 look like?**

Every day consists of a Phonics or grammar focus, English, Maths and Reading session. All other subjects are taught once or twice during the week or in a block of lessons each half-term.

## **P.E. days are Wednesdays & Thursdays**

**Pleas send your child into school wearing the correct P.E. uniform on these days.**

## **Specialist Teaching**

In Year 1, children will be taught by specialist teachers for Music.

These specialist lessons will take place once a week.

The children are also taught RE during this time.

These teachers are:

Mrs Sarah Ricketts  
Music



Mrs Luci Rainsford  
HLTA -



# **Timings and Routines**

## **Morning Routine**

Your child will need to be in the playground at 8:45 (10 minutes prior to the beginning of the day) so that they can ensure all their possessions are in their cubby holes and ready for the day to begin.

The bell rings at 8.55am. Children should be at school ready to start and be seated in class at this time. If however, you would like to drop your child off in the playground at 8.45, you may do so as there will be a member of staff on morning duty every day. If you need to drop off before this time you must book in with JAG our before and after school care provider.

In Year 1 we continue to develop their independence and organisational skills, therefore we encourage children to hang up their own coats and bags and come into the classroom on their own at 9.00 am.

Please make sure your child has their bag every day as letters, home learning, reading books and other information can soon get lost.

Arriving late on a regular basis can have a negative impact on your child's learning. Lessons start at 9:00 so it is important that your child is on time.

At 9:00, the electronic register closes. If your child arrives late, please enter via the office so that office administrator can enter your child into the register. If your child arrives after the register has closed they will be given a late mark.

## **Timings of the day**

<b>8.55</b>	<b>Bell rings</b>
9.00	School starts
10.15— 10.30	Morning break
12.00 — 1.00	Lunch
3.30	End of school day

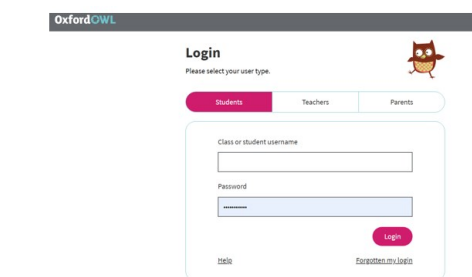
# Home Learning

Home Learning is set on Google Classroom on a **Tuesday** with the expectation that it will be handed in by the following **Monday**.

Home Learning in Year 1 consists of Spellings to learn for a test, English/Grammar activity and a Maths activity. Daily reading for about 10 mins.

There may be a termly project sent home linked to a topic that we are learning about.

Our Home Learning is always linked to the learning that has taken place during the week which gives your child the opportunity to consolidate their learning.



Oxford Owl

**Login**  
Please select your user type.

Students Teachers Parents

Class or student username

Password

**Login**

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

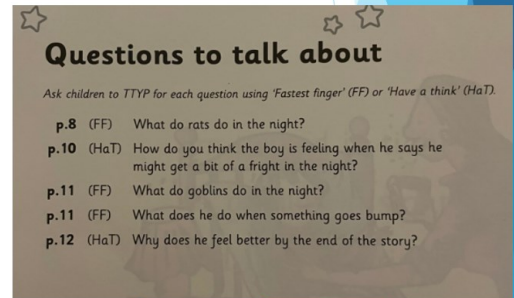


**Read Write Inc. Phonics**

**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?

# Uniform and Appearance

At Orleans Primary we set high standards for all our pupils and this includes their appearance. We monitor uniform standards in school and it is expected that they come to school in the appropriate attire as detailed below. We take pride in our uniform standards and expect children to be smart and respectable in both uniform and PE kit.

## **School Uniform**

- White Polo Shirt
- Royal blue Orleans Jumper or Cardigan
- Grey Trousers / Shorts or Grey Skirt / Pinafore
- Blue Checked Summer dress
- Black shoes—**NOT TRAINERS**  
- no open-toed sandals

## **P.E. Uniform**

- PE - Royal blue Orleans T-Shirt
- Royal blue Shorts / Joggers/ leggings or skorts
- Trainers—Velcro. Please ensure children can tie laces independently before wearing laced shoes to school.

Children should not wear jewellery, make up or nail varnish. Any child's hair (both male and female) which is longer than shoulder length or in their face, should be tied up so that it minimises the spread of head

Having the school uniform helps to enforce the community of Orleans Primary School and children are able to focus on learning and developing rather than what others are wearing. Please respect our uniform standards and help us to be the best we can be. Orleans Primary Schools' uniform supplier is Stevenson's. Stevenson's have a store on Heath Road in Twickenham where pupils and parents can visit to sample sizes and purchase in store. Additionally, parents can order uniform online at [www.stevensons.co.uk](http://www.stevensons.co.uk) and by telephone on 01727 815 700.

The school wants all children to grow into healthy adults. We believe that it is dangerous for children to wear shoes that have platform soles or high heels, so we do not allow children to wear such shoes in our school. Neither do we allow children to wear trainers to school, unless wearing their PE kit; this is because we think that this footwear is appropriate for sport or for leisurewear, but is not in keeping with the smart appearance of a school uniform. We require all children to wear shoes as stated in the uniform list. Please note - open toed sandals are not part of the required uniform and can cause trip hazards at playtimes and lunchtimes particularly on our playground climbing equipment.



## **Additional information for parents**

### **Holidays in Term-Time**

At Orleans, our aim is for each child to achieve excellent attendance each year. We ask parents to plan family holidays for the school holiday times. A child who takes 2 weeks (10 days) holiday in term time will have less than 95% attendance for that year before taking into account any further days lost due to illness. The term dates are published on our website. Please do consult them before flights are booked! We do not set work for pupils who are taken out of school on a holiday.

### **ParentPay**

All payments to the school are made online via ParentPay. If you have any difficulties accessing this please contact the school office and they will be able to help. If you do not have access to the internet, a smart phone or a computer the office staff are available to support you using a school computer to make payments.

### **Permission for Trips**

When there is a trip please ensure that you use ParentPay to give permission for your child to go on the trip. We can only finalise our risk assessments when we have the final permission given and, at times, there may be two or three pupils who do not have permission to attend a trip and this holds everything up.

### **Medical information about pupils**

If your child has medical needs which change during the year you must inform the school via the office. They will give you the appropriate form to complete. This will help us to ensure that your child's medical needs are known and appropriate measures are in place to keep them safe.

### **Parent Mail**

The school uses ParentMail to communicate with parents via email and text message, and all parents need to register for a ParentMail account and download the ParentMail app. If you have not yet been sent a registration email from ParentMail please contact the school office.



# Mathematics Curriculum Map: Year 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Autumn</b>	<b>Numbers to 10</b>		<b>Addition and subtraction within 10</b>		<b>Shape and patterns</b>		<b>Numbers to 20</b>		<b>Addition and subtraction within 20</b>	
	<ul style="list-style-type: none"> <li>Represent, compare and explore numbers within 10</li> <li>One more and one less</li> <li>Doubling and halving</li> </ul>		<ul style="list-style-type: none"> <li>Represent and explain addition and subtraction</li> <li>Commutativity</li> <li>Addition and subtraction facts</li> </ul>		<ul style="list-style-type: none"> <li>Identify, describe, sort and classify 2-D and 3-D shapes</li> <li>Investigate repeating patterns</li> <li>Use and follow instructional and positional language</li> </ul>		<ul style="list-style-type: none"> <li>Identify, represent, compare and order numbers to 20</li> <li>Doubling and halving</li> <li>One more and one less</li> </ul>		<ul style="list-style-type: none"> <li>Represent and explain addition and subtraction strategies including 'Make Ten'</li> <li>Use known facts to add and subtract</li> </ul>	
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Spring</b>	<b>Time</b>		<b>Exploring calculation strategies within 20</b>		<b>Numbers to 50</b>		<b>Addition and subtraction within 20</b>		<b>Fractions</b>	
	<ul style="list-style-type: none"> <li>Read, write and tell the time to o'clock and half past on analogue clock</li> <li>Sequencing daily activities</li> <li>Whole and half turns linked to time</li> </ul>		<ul style="list-style-type: none"> <li>Model, explain and choose addition and subtraction strategies</li> </ul>		<ul style="list-style-type: none"> <li>2-digit numbers – represent, sequence, explore, compare.</li> <li>Count in 2s, 5s and 10s</li> <li>Describe and complete number patterns</li> </ul>		<ul style="list-style-type: none"> <li>Illustrate, explain and link addition and subtraction with equations</li> <li>Apply 'Make Ten' strategy</li> <li>Use language to quantify and compare difference</li> </ul>		<ul style="list-style-type: none"> <li>Identify <math>\frac{1}{2}</math> and <math>\frac{1}{4}</math> of a shape or object</li> <li>Find <math>\frac{1}{2}</math> and <math>\frac{1}{4}</math> of a quantity</li> </ul>	
<b>Summer</b>	<b>Numbers 50 to 100 and beyond</b>		<b>Addition and subtraction</b>		<b>Money</b>		<b>Multiplication and division</b>		<b>Measures: Capacity and volume</b>	
	<ul style="list-style-type: none"> <li>Read, write, represent, compare and order numbers to 100</li> <li>One more / fewer, ten more / fewer</li> <li>Identify number patterns</li> </ul>		<ul style="list-style-type: none"> <li>Explore addition and subtraction involving 2-digit numbers and ones</li> <li>Represent and explain addition and subtraction with regrouping</li> <li>Investigate number bonds within 20</li> </ul>		<ul style="list-style-type: none"> <li>Name coins and notes and understand their value</li> <li>Represent the same value using different coins</li> <li>Find change</li> </ul>		<ul style="list-style-type: none"> <li>Explore arrays</li> <li>Share equally into groups</li> <li>Doubling</li> <li>Link halving to fractions</li> </ul>		<ul style="list-style-type: none"> <li>Compare capacities, volumes and lengths</li> <li>Explore litres</li> <li>Apply understanding of fractions to capacity</li> </ul>	

Year 1 Power of Reading Texts	Autumn		Spring & Summer	
	Out and About	The Storm Whale	Secret Sky Garden	Lila and the Secret of Rain
<b>Literary Form</b>	Poetry	Picture Book	Picture Book	Picture Book - Nonfiction focus
<b>Unit-Specific Vocabulary</b>	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,
<b>Extended Writing Focus in English</b>	<b>Poetry writing</b> - writing poetically about real life experiences with an outdoor theme.  <b>Free writing</b> - about outdoor experiences	<b>Whale fact file.</b>  <b>Goodbye letter.</b>  <b>Recount of the story.</b>	<b>Persuasive writing</b> - a letter to the local MP, asking for more recycling bins in the local area  <b>Personal writing</b> in response to the theme of friendship	<b>Narrative based on the text</b> - their own version of Lila and the Rain  <b>Poetry writing</b> - call and response poem  <b>Non-chronological report</b> about Kenya

# Draft curriculum Map

CALCULATING WORLD				
<b>Maths</b>	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
<b>Science</b>	Seasonal change & investigation Autumn & Winter	Everyday Materials		Animals + Humans
<b>Computing</b>	Online safety Computer Rules	Logging on and improving mouse skills	Keyboard Skills - Busy Things (Online safety)	Programming BeeBot
				Algorithms Unplugged
				Introduction to Data
				Money Multiplication and Division Capacity and Volume
				Plants & Investigation

<b>History/ Geography</b> 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
<b>Art / DT</b>	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
<b>PSHE</b>	Relationships Who is special to us?	Health and wellbeing What helps us stay healthy? Anti-Bullying week	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?
<b>RE</b>	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 are for others? - Kindness & caring - Religious values Exploring different perspectives	Places of worship KQ: What is a place of worship? - Look at different examples (synagogue & church) - Name events
<b>PE</b>	Ball Skills	Net and Wall	Invasion	Sending & Receiving	Team Building	Athletics Sports Day Practise
Dance – Magic Toys			Fundamentals		Gymnastics	

## **Additional information for parents**

### **School Street**

Hartington Road is now a 'School Street' and has a temporary traffic management order prohibiting motor vehicles during drop off and pick up times every day during term time. Only scooters, cyclists and pedestrians are permitted to use the road during these times, to reduce pollution and make the area surrounding the school a safer environment for all. Parents must ensure that they do not drive down Hartington Road between 8.15 - 9.45am, and 2.45 – 4.00pm. Please see [http:// schoolstreets.org.uk/](http://schoolstreets.org.uk/) and [https://www.richmond.gov.uk/services/roads\\_and\\_transport/transport\\_planning/school\\_streets/school\\_streets\\_locations/orleans\\_primary\\_school\\_zone\\_1](https://www.richmond.gov.uk/services/roads_and_transport/transport_planning/school_streets/school_streets_locations/orleans_primary_school_zone_1) for further details.

### **School lunches**

Children at Orleans Primary School have a choice of having a delicious, freshly cooked hot school lunch, or bringing in a packed lunch from home. All infant age children (Reception to Year 2) are entitled to a free school lunch under the Universal Infant Free School Meal scheme, and we strongly recommend that parents take up this offer. All children in Years Reception to Year 2 are automatically signed up for Universal Infant Free School Meals unless your child has a food allergy or intolerance (see below for further details).

The hot school lunches, that are cooked daily on site by our school chef, are nutritionally balanced and made from locally sourced ingredients by our new catering contractor, Caterlink. The cost for children in Years 3 - 5 for a two course lunch per day is currently £2.30. Year 3 parents will be asked to complete a google form to sign their children up for school lunches before the end of term as they are moving from free to chargeable meals. We do ask that you complete this form as soon as you receive it so that we can ascertain who will be having school lunches, and get these meal patterns set up on ParentPay. Years 4-6 previous meal patterns from Summer 2021 will continue in Autumn 2021 unless the school is notified in writing to [info@orleans.richmond.sch.uk](mailto:info@orleans.richmond.sch.uk) advising that you wish to start/stop school lunches.

School meals are paid for via ParentPay and we ask that you do not allow your school meals balance to fall into debit. The cost per half term for school lunches will be displayed on the school website if you would rather top up your account for an entire half term. The menu for school lunches will also be displayed on our school website for you to look at with your child. If you would like to change your child from packed lunches to school lunches, or from school lunches to packed lunches mid way through the year you must inform the school office of this in writing via email to [info@orleans.richmond.sch.uk](mailto:info@orleans.richmond.sch.uk) giving at least 5 days notice.

If your child has a food allergy or intolerance, they must bring in a packed lunch until their special menu has been discussed and agreed with the catering contractor and put into place. To get this process started you will need to complete a special diet form which the school office can send to parents upon request. Please contact the school office for further details.

## **Additional information for parents**

### **Orleans Primary School Voluntary Fund**

Funding for schools has been under immense pressure for the past few years. Our aim is to provide an excellent education for all pupils that attend our school, however these financial challenges mean we have to make decisions about what we can and cannot continue to provide. Even through careful financial planning, monitoring and making significant cut backs, we are using our reserve funds to prop up our school budget this financial year. This, and the impact the Covid-19 pandemic has had on reducing our lettings income and OPPTA fundraising, means that we are reliant upon parents making regular voluntary donations to our school fund in order to continue to provide them with a fantastic education.

We are hoping that all of our parents who are able to will commit to donating £10 per month to our voluntary fund, which will be used to support teaching and learning across the school. This equates to £840 over your child's school career, which would make a huge impact to the school. A £25 per month donation would equate to £2016 across your child's school career. Regular donations mean the school can use the donations in our financial planning, and means that we can use the money on regular commitments such as staffing costs. Single or annual donations are also greatly appreciated. Monthly or single donations can be easily set up by visiting the Just Giving OPSF page below.

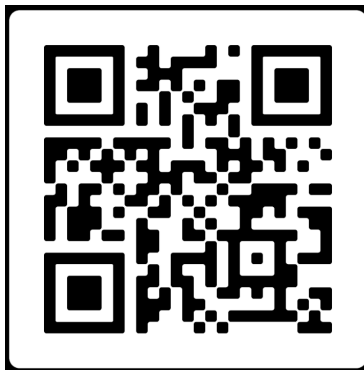
All contributions are completely confidential and parents should not feel pressured into regular monthly giving. <https://www.justgiving.com/opsf>

## How can you help?

Parental help is equally as important in Year 1 as it has been throughout your child's time at Orleans. We would like to invite parents to assist with the following:

- Readers
- Times table testing
- Key Instant Recall Facts
- In-class support during special weeks or days
- Trips

It is essential that you are **DBS checked** when helping in school. In order to start this process early, please use the QR code below which takes you to the website for completing a DBS check.



We will also need Class Reps for both classes. Usually, we have two per class and they help the teacher to organise events throughout the year and communicate important information to parents. If you are interested in becoming a Class Rep, please speak to your child's teacher.

*We look forward to an exciting year  
full of learning and new experiences!*

# Additional information for parents

## Online safety

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.

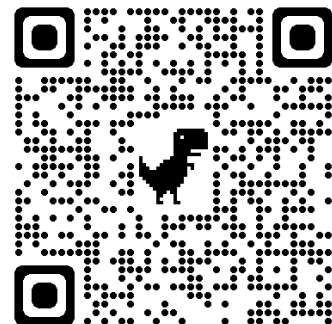
⇒ Facebook is 13+, TikTok is 13+, Youtube is 13+, Whatsapp is 16+.

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.



## Setting parental restrictions on your child's kit

1. Tap (or click) the icon (Apple, Android, Microsoft Xbox, Nintendo or Sony PlayStation) **or** scan the QR code with your phone's camera
2. Follow the instructions on the website exactly — in particular, setting the age of the child
3. We recommend that you set the device to not allow **any** apps to be installed without your permission
4. Choose a strong password to protect your new settings — **not** the same as the unlocking code!

