



Welcome



Year 1 Parents Induction Meeting

Kindness to yourself

Kindness to others

Kindness to the world

The Vision for our School



- That our children will be happy, secure and confident individuals who ask questions, challenge thinking and are motivated to learn. We will see active and engaged learners, experiencing a first-class education with a high achievement culture. Having **Enquiry and Investigation** and **The Arts** at the heart of the curriculum, we ensure that the children have constant opportunities to investigate and apply their knowledge, take risks and responding positively to challenge.
- Quality teaching and provision will ensure that all children are inspired, engaged and motivated through purposeful learning and equipped with the skills to continue as life-long learners.
- We have a 'can do' philosophy with adults and children, the cup is always half full not half empty. As adults we model this through everything we do, what we say and the way we act.

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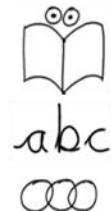
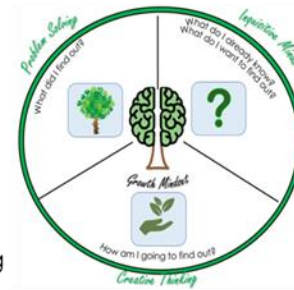
Kindness to others

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Curriculum Intent

At The Horsell Village School our curriculum is designed to...

- To develop each child so that they leave here secure in their understanding of themselves as learners and as confident individuals.
- Developing a growth mindset in all aspects of life.
- To develop a sense of belonging for each child in their community, developing strong relationships, celebrating diversity and encouraging respect.
- To develop aspirational ambitions for themselves.
- To take risks in their learning and respond positively to challenge.
- To develop skills for lifelong learning.
- To support in the development for children to be emotionally resilient, robust learners in a world that is constantly changing and to be able to survive in that world.
- To provide children with a wide range of first hands experiences supporting children to make meaningful links in their learning.
- For Arts, Enquiry and Investigation to be the starting point for all learning. Building on what the children already know and what they would like to find out.



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Independence



Our focus in Year 1 is to develop independence by letting pupils take responsibility for themselves and their learning.

You can support this by encouraging them to take responsibility for their own belongings and know what they need to bring into school every day.

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Uniform Expectations



We strive to encourage the children to be as proud of the school community as we are.

To support this we expect the children to come to school fully equipped for a day of learning.

Please make sure that they are wearing the correct uniform and that everything is clearly labelled.

Children are expected to bring their school book bag to school every day with them.

On occasions there are perfectly valid reasons for why your child may not come to school in the correct uniform, please inform us, however if this continues you will receive a letter from the class teacher, followed by Mrs Reeve or Mrs Sharkey.

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Things to Remember

-A waterproof must be in school every day regardless of the weather and a coat for winter months (hats/gloves for winter and sunhats and sun cream for spring/summer).

PE days:

Hedgehogs- Tuesday and Thursday

Badgers- Monday and Thursday

Squirrels- Wednesday and Thursday

-Fruit, filled water bottle every day.

-Reading book and Reading diary

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School Values



Our values are as follows:

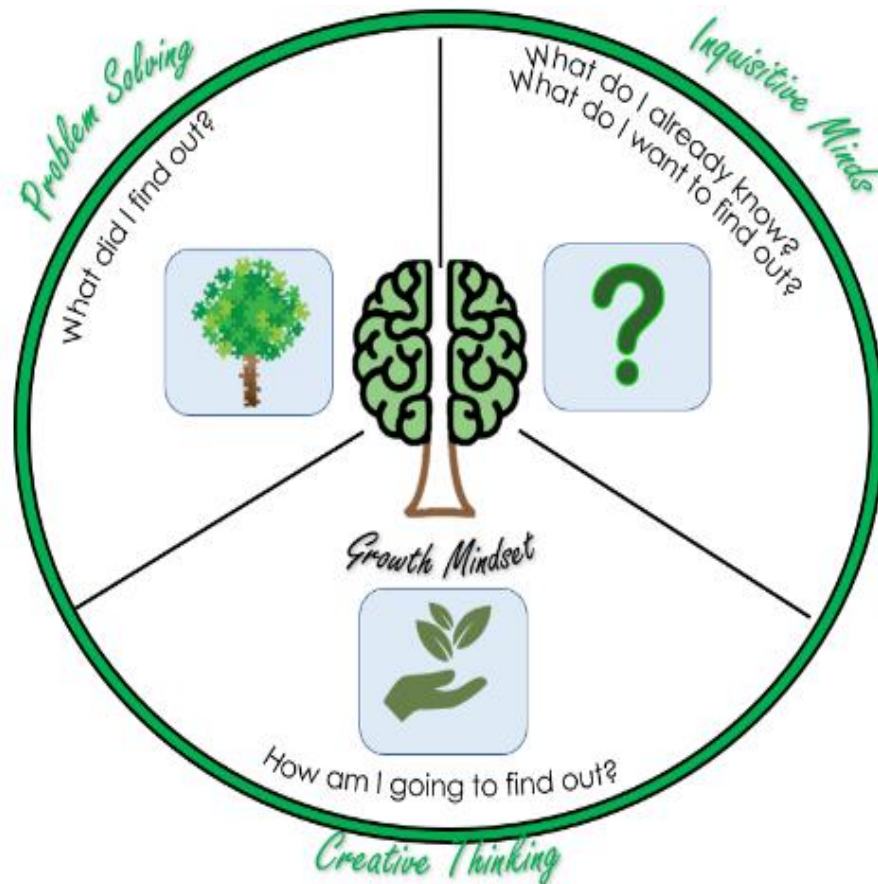
- **Respect**- Respect self, fellow pupils, teachers and other adults. Respect their own and others property. Respect the right that everyone can have their own thoughts, values and opinions.
- **Honesty**- Be truthful to ourselves and others.
- **Co-operation** – collaborate with our peers to gain the most from our learning, to learn from each other and utilising everyone's skills.
- **Appreciation**-to learn to build positive relationships with others by developing effective communication, trust and to understand the worth, quality and importance of something or someone.
- **Responsibility** - To develop a sense of community, knowing that actions have an impact on them and others.

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The Learning Cycle



The Learning Cycle has been devised in order to help children take an increased ownership over their learning and be able to express their desires.

It is made up of 4 questions:

- What do I already know?
- What do I want to find out?
- How will I find it out?
- What did I find out?

These are used as a start and end to each topic that is taught as well as in each lesson.

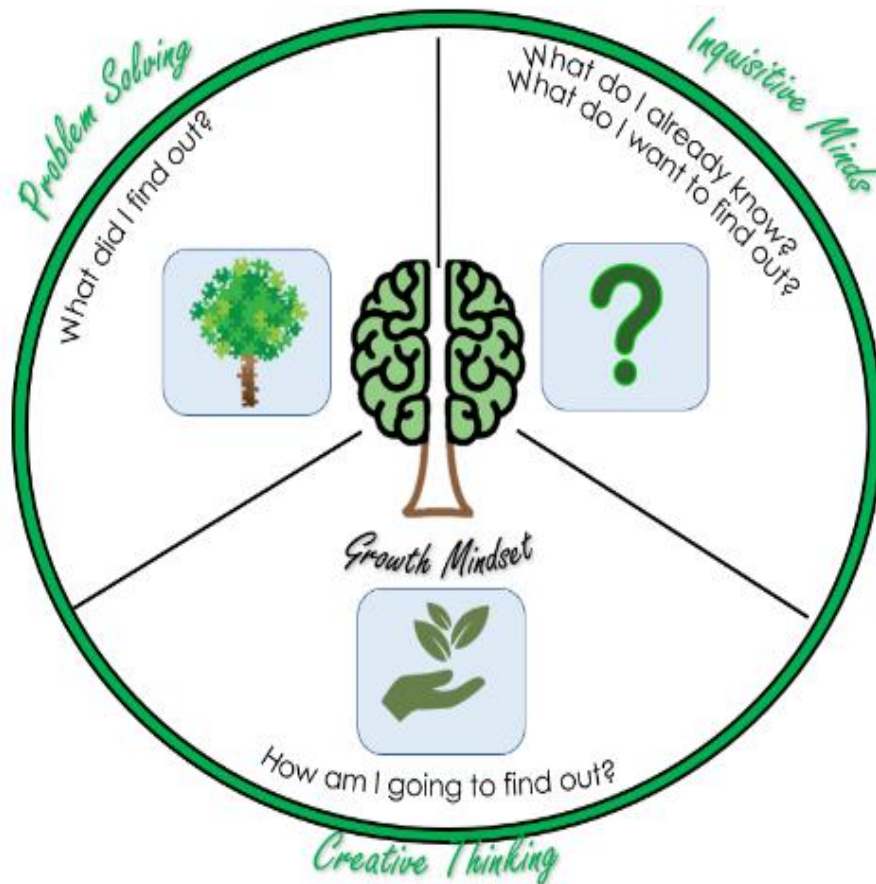
Every lesson starts with a learning question and the four questions from the investigation cycle are to be used as an assessment for learning tool throughout the lesson but particularly at the start and end of lessons.

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The Learning Cycle



We want our children to leave The Horsell Village School with three essential skills in which will support them in becoming life long learners.

- Inquisitive minds
- Creative thinking
- Problem solving

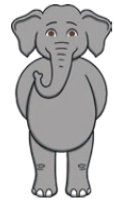
This is in conjunction with supporting children to develop a growth mindset.

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The characteristics of an effective learner



Exploring Elephant

I explore and plan my ideas.



Persevering Parrot

I keep trying.



Concentrating Crocodile

I join in with activities and routines.

These form part of the essential skills we want our children to be able to do before they leave to support in developing the skills needed to be life long learners.

These are taught through

- Jigsaw PSHE lessons
- Reflections
- Modelled from adults
- discussed as the life skill associated to particular learning activities.
- Form part of our behaviour and well-being approach



I Know Rhino

I use things I have learnt before.



Choosing Chimp

I try different ideas to reach my goals.



Creative Chameleon

I have my own ideas.



Slinky Linky Snake

I can make links between ideas.



Proud Peacock

I achieve my goals.



Go For It Gorilla

I try new activities.

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The Learning Tree

The learning tree is based around behaviours for learning as well as supporting children to identify when they are ready to learn.

Alongside the learning tree we teach the children a range of self regulation skills which enables them to be emotionally ready to learn.

- Children start the day off the tree and place their leaf on the 'Ready to learn' branch when they identify themselves as emotionally ready to learn.
- Individual support is provided and tailored to each child throughout the day if children identify themselves as not ready to learn.
- Make a change branch is a discussion point for behaviours that are not appropriate. At this stage adults use emotion coaching to identify the issue and provide structured support to enable the child the time to self regulate and return to ready to learn. Children can self select to move their leaf should they choose to do so.
- Horsell- Superstar. We celebrate through identifying moments related to our characteristics of an effective learner. These may be different and are individualised to each child.
- Horsell Hero. Each day we celebrate an individuals learning journey.



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8.45 – 9.00	Reading / morning activities
9.00 - 9.15	Reflections
9.15 – 9.35	Spellings and phonics
9.35 -10.30	Maths or English: outside/inside sessions
10.30 – 10.45	Fruit and milk time
10.45 – 11.40	Maths or English: outside/inside sessions
11.40 – 12.00	Reading Carousel
12.00 – 13.00	Lunch
13.00 – 13.20	Handwriting
13.20 – 14.25	Foundation subjects
14.25 - 14.40	Maths Mastery
14.40 – 15.00	Tidy up and story time

A typical day in Year 1

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Reading in school



Reading skills are taught daily.

- All children will read in school at least once a week.
- A reading session includes:
 - word reading and definitions of new vocabulary.
 - prediction skills based on the child's knowledge of the text.
 - comprehension including inference.



Reading at home

- Try and read for **10-15 minutes daily**- keep it fun.
- Reading Records to be in school everyday.
- **Please sign and / or comment in your child's reading record each time you read.** Please refer to our parents' guide to support.
- Try and encourage your child to read a variety of different texts / genres
- Keeping reading to your child- explore new vocabulary together and model intonation.
- Please ensure reading books are in school, available to change on a Tuesday and a Friday should they need to.
- Teachers will benchmark the children termly or when they feel they are ready to move up a book band. Teachers will record this in the Reading Record when this has been completed.
- The targets on the back of the Reading Record are designed to guide you in supporting your child's reading at home.

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Phonics

Phonics has started in school already and is practised daily. There is a key word list on the website of all the key words we will be covering in Year One.

These can be used for word finding when reading and for spelling practice at home.

There is a list of phonics sounds in the Reading diary, when we practise the Phonics Screening we will use this to show which sounds the children need to work on.

Phonics Screening is in June.



How can I help my child?

Play lots of sound and listening games with your child.

Read as much as possible to and with your child.

Encourage and praise – get them to have a ‘good guess’.

If your child is struggling to decode a word, help them by encouraging them to say each sound in the word from left to right.

Blend the sounds by pointing to each one, e.g. /c/ in cat, /p/ in pat, /ng/ in sing, /ee/ in been. Next move your finger under the whole word as you say it.

Encourage your child to use robot arms to help them blend.

Discuss the meaning of words if your child does not know what they have read.

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Maths

- We base our maths learning on a teaching and learning approach called Maths Mastery.
- Maths Mastery aims to develop a deep understanding of maths, so rather than memorising facts the children can apply their mathematical knowledge effectively in a range of problem solving scenarios.
- We record our maths in a variety of different ways: in books, on whiteboards and through photographic evidence.
- Numbots logins will be available during this term. These will be stuck into their Reading Records.
- We recommend the White Rose 1 minute maths app.



Our Curriculum

In Year 1 our Teaching Assistants are with us for the morning.

The children will spend some of their morning using the outside facilities to enhance their learning.

During the year we work towards the children achieving end of year expectations and extend their learning by providing opportunities for them to apply key skills e.g. problem solving.

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Mental Health and Well-being



The mental health and well being of our children is of utmost importance to us especially in light of current events.

In order to support the development of emotional literacy, social skills and spiritual well-being, we follow the Jigsaw scheme of work which is a mindful approach to the teaching of P.S.H.E.



Weekly lessons include:

- Breathing and calming techniques
- Opportunities to reflect on and share thoughts, ideas and opinions
- Discussions around British Values
- In addition, as part of our, 'Good to be Me' afternoons, We introduce emotions and associated vocabulary using the book, 'The Colour Monsters'.



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Feedback Symbols

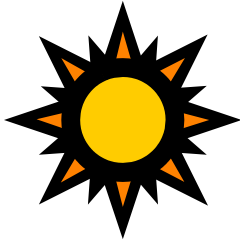
We use a range of symbols when giving feedback in books.



Hard work



Target Met



Improvement



Next steps



Good Presentation

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The Year Ahead



Autumn 1: Destination Outer Space

Autumn 2: Fill up Fuel up

Spring 1: Under Water Adventure

Spring 2: Carnival of the Animals

Summer 1: Secret Garden

Summer 2: Knights and Castles

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Finally, please remember any information we wish to share with you will come via the website and/or an e-mail from school, we only use the whiteboards to duplicate some messages.

Thank you for listening!