MEET THE TEACHER

Mrs Hodgson

Class 1

WELCOME TO CLASS 1

- Teachers
- Class/School Rules and Routines
- Curriculum
- Homework
- Assessments
- Giving your child the best chance to succeed
- Communication and Queries
- Questions



MRS HODGSON

Early years

Key Stage 1 and Key Stage 2

Early Years Lead

History and Geography Lead

Art and DT Lead

Early Reading Lead



MRS HIBBERT



Experienced Teaching and Learning Assistant

SEN specialist TA

First Aider



MR STONE

Teaching and Learning Assistant

Wrap around staff member

In Class One Monday and Wednesday pm



MISS BOWLER

Teaching and Learning Assistant

In class One Tuesday afternoons

MRS CHAPMAN

SEN Co-ordinator

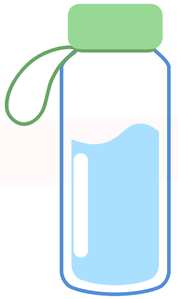


CLASS 1 ROUTINES & REMINDERS

Doors Open 8:45

Pick up for Class 1 @ 3:15





Water only

Children will be given a snack each day.



PE kit - Wednesday & Friday



Full uniform - Monday, Tuesday, Thursday (black active footwear and not hoodies)





CURRICULUM

Long Term plan Year B- Overview: Class 1

Term	Core and Sea	Maths	English	Science	History	Geography	All About Me (PSHE & RSE)	Art/DT	Computing	Music (JW)	PE (KE / CT)
Advent 1 (7 weeks)	Branch 1 Creation and covenant	Getting to know you Just like Me!	Fiction: Three little pigs (T4W) Dogger Poetry: Acrostic	Uses of Everyday Materials (Y2)	The History of Toys		Module 1: Created and Loved by God	Playful Making	Technology around us	Specialist Teacher	Introduction to PE (KE) Ball skills (AH)
Advent 2 (7 weeks)	Branch 2 Prophecy and promise	1to Ma 1,2,3! Light and Dark	Fiction: How to catch a star Non-fiction: Ernest Shackleton Poetry: Rhyming	Animals inc Humans (Y2)		Antarctica		What can we see? EYFS	Digital painting	Specialist Teacher	Introduction to PE (KE) Ball skills (AH)
Lent 1 (6 weeks)	Branch 3 Galilee to Jerusalem	Alive in 5! Growing 6, 7, 8	Fiction: Goldilocks and the three bears Non-Fiction: Instructions Poetry: Seasons of Trees	Weather and Seasons		Weather	Module 2: Created to Love Others	How can we explore colour? EYFS	Digital writing	Specialist Teacher	Fundamentals (KE) Dance (ASH)
Lent 2 (5 weeks)	Branch 4 Desert to garden	Building 9 and 10	Fiction: The odd egg Poetry: senses	Senses	L.S. Lowry			How can we build worlds? EYFS	Grouping Data	Specialist Teacher	Fundamentals (KE) Dance (NK)
Pentecost 1 (6 weeks)	Branch 5 To the ends of the Earth	To 20 and beyond First Then and Now	Fiction: Stanleys stick Non-Fiction: Information Text Poetry: Fantastic first poems	Plants	Florence Nightingale		Module 3: Created to Live in Community	How can we explore materials and marks? EYFS	Moving a Robot	Specialist Teacher	Games (KE) Gymnastics (NK)
Pentecost 2 (7 weeks)	Branch 6 Dialogue and encounter	Find my Pattern On the move	Fiction: Monkey see, Monkey do Non-Fiction: non-chron report - Africa Poetry: Traditional (Learn by Heart - Oracy)	Working Scientifically		Africa		How can we use our bodies to make art? EYFS	Introduction to animation	Specialist Teacher	Games (KE) Gymnastics (NK)

CLASS TIMETABLE

	Monday	Tuesday	Wednesday	Thursday	Friday
8.45-9.00	Registration				
9.00-9.45	Phonics	Phonics	Phonics	Phonics	Forest School/PE 9-10am
9.45- 1045	Maths	Maths	Maths	Maths	Phonics Guided Reading
10-45-11.00	Break Time				
11.00-11.55	Whole school Celebration of the Word English	English	English	RE	Handwriting Computing Music Picture News
12.00-13.15	Lunch Time				
13.15-13.45	Phonics	Art AH PPA	Phonics	Phonics	Class Celebration of the Word
13.45- 15.00	RE	Ten Ten All about me AH PPA	14.00-14.45 PE/music Singing 14.45-15.15	English Topic	Star of the week.
15.00-15.15	Story and Home Time				

HOMEWORK - WHY DO WE SEND IT?

Educational Endowment Foundation (EEF) found positive engagement in relevant homework tasks has an average impact of between +3 and +6 months for pupil (and even greater for disadvantaged Pupils).



Reading fluency opens independence in learning. Frequent reading practice to build fluency, stamina and independence has the greatest impact on pupils progress and opens up the wider curriculum.



Writing independence builds when children are able to decode/encode words and spelling practice helps them to gain understanding of rules, patterns and irregular words.



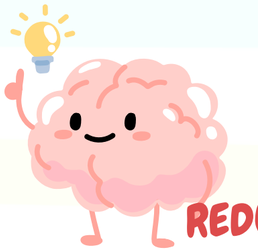
Regular opportunities to retreive knowledge helps them to know and remember more.



Children begin learning time management and prioritisation skills. They learn about responsibility and gain self-esteem and confidence.



Parents know what their child is currently learning about and also understands their strengths and weaker areas.



REDUCE COGNITIVE LOAD



HOMEWORK IN CLASS 1

Educational Endowment Foundation (EEF) found positive engagement in relevant homework tasks has an average impact of between +3 and +6 months for pupil (and even greater for disadvantaged Pupils).



Daily Reading where possible. Ideally 5 times per week.

Frequency/quality over quantity

Book Talk CRUCIAL

Inspire a love of reading

Forget the level and have fun





Year One Spellings – weekly Mondays

ALWAYS link to the children's learning

Spell Checks are not tests. Results are not shared aloud but efforts and progress are rewarded.

Personalised



Wider curriculum tasks – linking to RE, History, Science etc



Retrieval tasks







Phonics sounds or maths Friday for Tuesday

ALWAYS POSTED



ClassDojo



ASSESSMENTS

YEAR 1 PUPILS

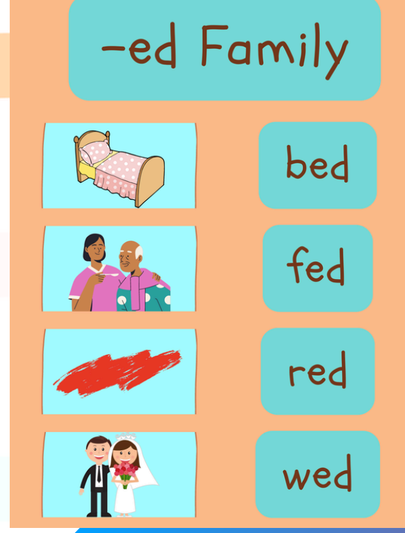
Sit assessment papers in Reading, Maths and SPAG every full term (3x per year)

STATUTORY ASSESSMENTS

YEAR ONE

PHONICS SCREENING TEST (inc Year 2 pupils who didn't pass in Year 1)

Assessment Talk



ALL PUPILS

ALL subjects are assessed by teachers at the end of each term (3x per year) through selected activities and tasks.



THE THING I GET ASKED THE MOST...

"What can I do to help them?"



ORACY

Why Oracy Matters

Better learning: Children who can talk through an idea understand it better.

Life skills: Good communication helps children make friends, do well in school, and succeed in future jobs.

Confidence: It helps kids feel brave enough to share what they think.

HOW CAN YOU HELP AT HOME

Easy Ways to Help at Home

You do not need special lessons to help your child. You can use everyday moments:

Ask open questions: Instead of asking "Did you have a good day?" (which gets a "yes" or "no"), ask:

"What was the funniest thing that happened today?"

"I wonder what will happen next in this story?"

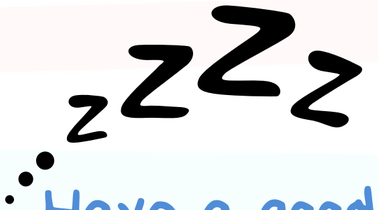
Give them time: Pause and let your child think of their answer without jumping in to help.

Listen carefully: Look at them when they speak, wait your turn, and don't interrupt.

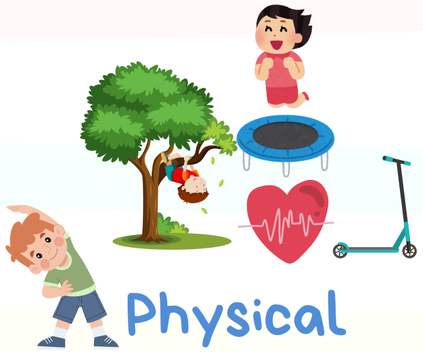
Read together: Read books and talk about the pictures or what might happen next.

Play talking games: Try fun "Would you rather?" questions, like "Would you rather be a tiny ant or a giant elephant for a day?"

THE CHILDREN WE SEE THRIVE....



Have a good sleep routine



Physical Exercise and outdoor play



Have good, healthy breakfast



Limited time on devices (and age appropriate)



Regular reading and bedtime stories



Show resilience and perserverance



Celebrate and praise their successes



Support and guide areas to develop



Are encouraged

WHERE TO GO WITH QUERIES...

GENERAL QUERY

Around routines, homework etc

Class Teacher / TA

On the door

Email via school office

CONCERN

Relating to incident in school, work/progress or other general concern

Class Teacher

Email via school office

SERIOUS/URGENT

Any urgent, safeguarding or sensitive/serious concerns

School office

(will be sent to relevant person - Teacher, Headteacher/Deputy)

ANY REQUESTS TO MEET WITH HEADTEACHER OR SENCO SHOULD BE ADDRESSED FIRSTLY WITH CLASS TEACHER

QUESTIONS & ANSWERS

FEEDBACK

Please take a minute to send some feedback about our 'Meet the Teacher' event to help shape future sessions and communications.





Thank ♡ You