



# Gilbert Colvin Primary School Year 1

---

**Meet the Teacher**

**September 2024**



# Welcome from the Year 1 team!

---

Ash

Teacher: Miss Cabey

LSA: Sara

Willow

Teacher: Miss Barzey

LSA: Beni

- Phase Leader – Mrs Vella

# Uniform expectations

Lots of useful information can be accessed from our website. Look for the 'Parents' tab on the homepage.

[www.gilbertcolvin.co.uk](http://www.gilbertcolvin.co.uk)

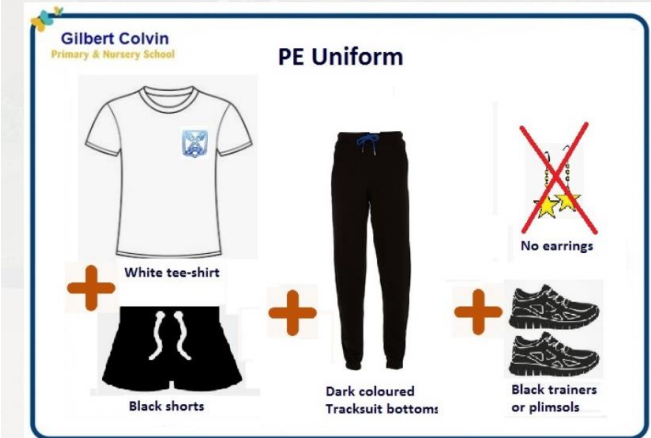
## Some uniform reminders:

- No Smart watches or jewellery. Only plain stud earrings are allowed.
- Pupils should wear sensible black or navy shoes or black trainers. No other colour trainers please. If there's a short term challenge with this, please let the school know.

Teachers will let parents know if their child is not wearing the correct uniform.

On PE days children come to school in their PE kit-

- Trainers
- A pair of black jogging bottoms (Outdoor P.E.)
- A pair of black shorts (Indoor P.E.)
- White T-shirt
- School Sweatshirt



Children can wear uniform with our school logo on or uniform widely available from the high street. Logo uniform can be ordered from our supplier, <https://khalsaschoolwear.co.uk/>



- Plain black shoes or plain black trainers
- Grey or black skirts or trousers
- White shirts or white polo shirts
- Royal Blue sweatshirts/cardigans

Children will also need a school book bag (we do not have storage for large rucksacks).



# Behaviour

---

## **Positive not punitive**

We have a values based, positive behaviour system. We discuss with our classes what good learning behaviour looks like and how we can show that we are 'Ready to Learn'. This is closely linked with what it means to be a pupil at Gilbert Colvin and the school's values of *courage, perseverance and integrity*.

Green Trackit points and certificates are awarded for positive behaviours. Pupils are asked to reflect upon their behaviour if there are more serious incidents. Parents are informed if pupils have had 'reflection time'.

## **Inclusion Team**

Some children may have additional support and work with our ELSAs individually or in small groups.

Mrs Begum – Inclusion Manager/SENDCo

Mrs O'Sullivan – ELSA (Emotional Literacy Support Assistant)

Miss Collins – ELSA (Emotional Literacy Support Assistant)

## **Behaviour Policy**

This can be read on our website <https://www.gilbertcolvin.co.uk/page/?title=Policies&pid=20>



# Behaviour – visible consistencies

---

**This is how we do it *here*.** Whatever happens at home, in school, we have an agreed set of behaviours that teachers will be modelling and we will expect from the children.

**As a whole school, we are focusing on:** greeting each other, walking (not running), being kind to each other in the playground.

**Behaviour for learning – in classes.** This will be more specific and linked to positive learning behaviours and the Gilbert Colvin values of *courage, perseverance and integrity*.

**Consequences hold – good behaviours don't cancel out the bad ones.** For more serious incidents, children will be asked to write a brief reflection to think about their behaviour choices. We will let you know if that's happened.



# Behaviour – Zones of Regulation

BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
 sad	 happy	 frustrated	 angry
 tired	 calm	 worried	 terrified
 sick	 feeling ok	 silly	 yelling
 bored	 ready to learn	 excited	 hitting
<p>I can try...</p>  stretch	<p>I can try...</p>  drink water	<p>I can try...</p>  deep breaths	<p>I can try...</p>  take a break

# Curriculum – what we will be covering this half term



**Year 1  
Autumn 1  
Half Term**

**English**

- Make predictions about a story by referring to the plot.
- Discuss the meaning of key vocabulary.
- Sequence the main events in a story.
- Identify how a character feels and explain why.
- Write speech for a character to convey events and feelings.
- Form lower case and capital letters on the line
- Use finger spaces between words and use punctuation.

**Mathematics**

- Count forwards or backwards from any number within 20.
- Recall double facts within 10.
- Recall number bonds within 10 and to understand the composition of numbers to 10.
- Recognise repeated shape patterns and continue them.

**Phonics – Read Write Inc**

- Read individual sounds, digraphs or trigraphs speedily.
- Identify if a word has 'special friends' (digraphs or trigraphs).
- Use 'Fred Talk' to sound out words and read them.
- Increase reading accuracy and fluency of familiar words.
- Spell words using 'Fred Fingers' and form letters correctly.
- Read storybooks with confidence, expression and understanding.

**Science**

- To identify, name, draw and label the basic parts of the human body
- To be able to name the five senses
- To say which part of the body is associated with each sense.
- To complete simple scientific tests
- To understand there are four seasons and explore the

**PSHE – Celebrating Difference**

- Learning ways to make our school community a better place
- Learning ways to make people feel welcome
- To recognise a range of feelings

**Geography**

Locating where they live on an aerial photograph and identifying local features. Creating maps using classroom objects and drawing simple maps of the school grounds. Use maps to follow simple routes around the school grounds and carrying out an enquiry about how to improve their playground.

**Art**

- Exploring mark making including different lines and shapes. To sketch a self – portrait.
- To explore the works of Picasso.
- To create a background using a collage

**Computing**

- Use devices such as a camera to create digital content so to address an audience.

**Physical Education**

- Move safely and confidently in their own space.
- Use their imagination to express feelings and emotions through movement and dance.
- Begin to improvise independently to create a simple dance routine.
- Develop hand shape, coordination and aim for ball skills such as rolling, throwing and catching.

**Religious Education**

- To learn about creation stories
- To understand what Christian and Muslims stories say about the creation of the world

**Music**

- Use voices expressively and creatively to represent sounds heard in the natural world (e.g. weather).
- Compose a piece of music in a small group.
- Learn songs off by heart for our Nativity performance.



# Curriculum – foundation subject topics that will be taught this year

Take topic names from the whole school curriculum plan and write under headings. Examples are here – change them so they the names of the topics your year group will be learning

## GEOGRAPHY

What is it like here?  
What is the Weather like in UK?  
What is it like to live in Shanghai?

## RE

Creation stories  
Religious Festivals  
Christianity  
Celebrating a birth of a baby  
Church & Mosque  
Who are Christians and what do they believe in?

## ART

Drawing and collage-All about me  
Picasso –Self Portraits  
Exploring tools and materials  
(Van Gogh) Painting  
Sculpture and clay (El Anatsui)

## MUSIC

My musical Heartbeat  
Dance, sing and play  
Exploring sounds  
Learning to listen  
Having fun with improvisation  
Let's perform together

## COMPUTING

Computer systems & network-  
Technology around us  
Creating Media- Digital painting  
Programming A- Movie a robot  
Data & Information Grouping data  
Creating media-Digital writing  
Programming B-  
Programming Animation

## HISTORY

Shopping Changes within living  
memory  
(Local area)  
Who was the Greatest Explorer

## PSHE

Being Me in My World  
Celebrating Difference  
Dreams & Goals  
Healthy Me  
Relationships  
Changing Me

## SCIENCE

The Human body  
Plants  
Materials  
Animals  
Growing and cooking

## PE

Travelling and movement  
Rolling/Catching/Throwing  
Racket Skills  
Team Games  
Dance-space  
Athletic (health & fitness)  
Gymnastics- Body Shape  
Review & consolidate Y1 Skills  
Gymnastics - Bounce

## DT

Mechanism – Design, make and evaluate  
Christmas/ winter cards  
Textiles-Templates & joining techniques  
Cooking & Nutrition- Preparing fruits and vegetables





# English – how we teach reading at Gilbert Colvin

---

- Nursery – Year 2 – Read Write Inc phonics programme
- Year 2 – Year 6 – Reading VIPERS programme
- All children read core texts as part of their English lessons
- Children have story time at the end of the day
- Children in KS2 have daily independent reading for pleasure time

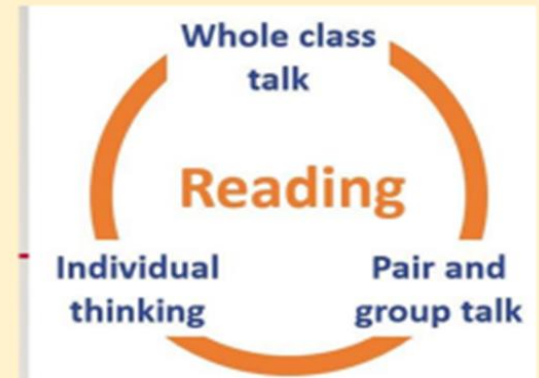


# English – how we teach reading at Gilbert Colvin



## VIPERS reading

- Whole Class Reading is the lesson in which children study specific texts and extracts from high quality books to learn and refine their skills in reading and comprehension.
- Children use the 'VIPERS' framework to help break down the individual skills required to read and comprehend a text fully.
- These skills are taught individually and build up over time throughout Key Stage 2, until children can read fluently and comprehend fully.



### Reading Vipers

**V**ocabulary  
**I**nterpret  
**P**redict  
**E**xplain  
**R**etrieve  
**S**equence or Summarise



# English – how we teach reading at Gilbert Colvin



## Accelerated Reader



- Accelerated Reader is the system we use in school (years 2 – 6) to find your child a difficulty-appropriate and age-appropriate book to read that will ensure they continue to make progress.
- Children complete 'Star Reader Tests' that give your child a numbered range from which your child can choose books from within. For example, they may have a range of 3.2 - 4.5. They would then begin on a book levelled 3.2 and can read their way through up to books levelled 4.5.
- This range ensures children do not read books that are too difficult for them and allows the child the ability of free choice whilst being guided within a range so they can choose books that meet their interests.
- Children can complete a quick quiz at home after they have finished reading the book to check that they have understood what they have read.

# English – how we teach writing at Gilbert Colvin

---



- Writing is taught during the designated, hour long, English sessions.
- Writing is based on high quality texts that drive teaching and learning in these sessions
- Children learn a range of literary features to apply to their writing.
- Children have the opportunity to write a variety of different types of writing across the year.
- Children follow a 5 step writing process, in which they plan, write, revisit, edit and publish their work.
- A variety of text types and high quality models of writing are used to support pupils, allowing the children to see how the literary skills learnt in lessons are used effectively in a broad range of genres.
- Writing, at Gilbert Colvin, always has a purpose and an audience.
- Alongside this, children are taught about spelling, handwriting, grammar and punctuation.

# English – how we teach phonics at Gilbert Colvin

---



- At Gilbert Colvin we follow Read Write Inc. The structure of a Read Write Inc lesson has a consistent and systematic approach in learning to read and write.
- A new sound is introduced to the children daily. Sounds are split into different sets. Set 1, set 2 and set 3.
- Children are taught to firstly spot if a word has a Special Friend sound. If it does then they state it, then Fred Talk the word (by saying the sounds) and reading the word.
- We use the term ‘Special Friends’ when two or more letters make one sound.
- Each half-term, we assess and group our children based on their *stage* of reading not age of reading. This means all children practise reading at the right level.
- Your child will have their book changed weekly. They will take home 2 Read Write Inc books. One book they will be familiar with as this is the book they would have been reading in class. The other book is unfamiliar to them but have the same targeted sounds as the other book. There will also be video links sent weekly via school ping.
- Please visit [www.readwriteinc.co.uk](http://www.readwriteinc.co.uk) for free videos on how to help support your child,

## Year 1 Common Exception Words

the  
a  
do  
to  
today  
of  
said  
says  
are  
were  
was

is  
his  
has  
I  
you  
your  
they  
be  
he  
me  
she  
we

no  
go  
so  
by  
my  
here  
there  
where  
love  
come  
some

one  
once  
ask  
friend  
school  
put  
push  
pull  
full  
house  
our

# 100 High Frequency Words

the  
and  
a  
to  
said  
in  
he  
I  
of  
it  
was  
you  
they  
on  
she  
is  
for  
at

his  
but  
that  
with  
all  
we  
can  
are  
up  
had  
my  
her  
what  
there  
out  
this  
have  
went

be  
like  
some  
so  
not  
then  
were  
go  
little  
as  
no  
mum  
one  
them

do  
me  
down  
dad  
big  
when  
it's  
see  
looked  
very  
look  
don't  
come  
will

into  
back  
from  
children  
him  
Mr  
get  
just  
now  
came  
oh  
about  
got  
their  
people  
your  
put  
could

house  
old  
too  
by  
day  
made  
time  
I'm  
if  
help  
Mrs  
called  
here  
off  
asked  
saw  
make  
an



# Maths – how we teach maths at Gilbert Colvin

---

- We follow a progressive and ambitious scheme in years 1 – 6: Mathematics Mastery
- It promotes deep, mathematical thinking with connections made across the curriculum
- Lessons follow a 6-part structure, giving children lots of time for rich discussions and ‘doing’ the maths
- Children use manipulatives so they can ‘see’ the maths
- Focus on fluency, alongside problem solving and reasoning
- CPA approach (concrete, pictorial, abstract)



# Homework

Homework is sent directly to parents each Friday on School Ping.

Please let us know if you are unable to access the homework.

## Homework Expectations Per Learning Phase:

EYFS		
Time	Area	Task
Daily	Reading	1 x Read levelled RWI book 1 x Read along for pleasure book
	Phonics	High frequency words and sounds book
Weekly	Read Write Inc. Phonics	Weekly activity links given
Fortnightly	Maths	A piece of Maths homework will be sent home fortnightly. Other suggested activities to do at home.
Termly	Project/Creative	Suggested trip to a place of interest Outside learning Cooking together
Key Stage 1		
Time	Area	Task
Daily	Reading	2 x Read levelled RWI book or 1 x Accelerated Reader book 1 x Read along for pleasure book
	Phonics / Spellings	High frequency words and sounds book / spelling words given by class teacher
Weekly	Phonics (Year 1)	Read Write Inc. activities set
	Spellings	Spelling Shed activities
	SPAG	Answer set questions on <a href="http://www.spag.com">www.spag.com</a>
	Maths	Answer set questions on <a href="http://www.maths.co.uk">www.maths.co.uk</a>
Termly	Project/Creative	Topic Research Suggested trip to a place of interest Creative project Outside learning Cooking together
Key Stage 2		
Time	Area	Task
Daily	Reading	Accelerated Reader book
	Spellings	Spelling Shed activities
	Times Tables practice	TTRS (Times Tables Rock Stars)
Weekly	Reading	Accelerated Reader Quiz
	SPAG	Answer set questions on <a href="http://www.spag.com">www.spag.com</a>
	Maths	Answer set questions on <a href="http://www.maths.co.uk">www.maths.co.uk</a>
Termly	Project/Creative	Topic Research Suggested trip to a place of interest Creative project Outside learning Cooking together Media/Computing Project



# Homework



**Maths.co.uk**

## KS1 & KS2 maths tests for gap analysis & termly reporting

Maths.co.uk provides online maths assessments including termly KS1 & KS2 standardised maths tests, end-of-unit tests, arithmetic tests and reasoning tests. Features include instant marking, detailed gap analysis and trust reports.

[See Plans & Pricing](#)

log in here ↓

Username

Password

Login

[Forgot password](#)

**SPaG**

## Online SPaG instant gap

[See Plans & Pricing](#)

Reviews Features Pricing [Log In](#)

**OUR NEW SITE!**  
**MATHS.CO.UK**  
[SHOW ME](#)

**SPaG**

Username

Password

Login

[Forgot password](#)

Don't have an account? [Sign up](#)



# Pupil Premium Grant

---

- Additional funding is given to the school if your child is eligible for the pupil premium grant. Details of how to apply are on the [school website](#)
- Details of how the pupil premium grant is spent is on the [school website](#)
- 1:1 phonics/reading intervention
- Subsidised school trips
- One subsidised extra-curricular club per term



# Dates of events and school trips

---

- Jeans for Genes Day – 21<sup>st</sup> September
- Black History Month – October
- Harvest Festival
- Quidditch Day – 4<sup>th</sup> October
- ‘Bring and Share’ event – 18<sup>th</sup> October

Library Trip – **Wed 13<sup>th</sup> Nov** (Ash Class), **Wed 20<sup>th</sup> Nov** (Willow Class)

# How can I support my child this year?



- 
- Please ensure your child arrives at school promptly (before 9am) so that they don't miss any learning
  - Check School Ping daily for messages, email and homework
  - Look at what your child will be learning each term by exploring our 'curriculum' part of the website
  - Make sure your child reads every day and sign their reading record
  - Talk to your child about what they have been learning each day
  - Screen time at home could include Times Tables Rockstars, Spelling Shed and (anything else you suggest)



# Important notices

---

- Please send your child in wearing their PE kit on Tuesday
- Children can bring in their own water bottles. These can be filled at the sink in their classroom
- If parents want to speak to the class teacher, either speak to the teacher on the playground or arrange an appointment through the school office
- Check the weekly newsletter for important dates
- If parents have concerns about their child, speak to the class teacher. If it needs to be escalated, arrange a meeting with the phase leader. Concerns or queries may be passed on to the Assistant Headteacher, the Inclusion Manager, Deputy Headteacher or Headteacher.