

The background features abstract, overlapping geometric shapes in various shades of blue, ranging from light sky blue to deep navy blue. These shapes are primarily located on the left and right sides of the frame, creating a modern, dynamic border around the central text.

Welcome to
Year One

The Year 1 Team

Year 1 and Early Years Lead
Miss Fernandes

Miss Fernandes - Tulip Class 1T

Mrs Ram - Poppy Class 1P

Mrs Tosetti - Daisy Class 1D

Mrs Seevakreedam - Pastoral Lead

Behaviour & Expectations

At Cardinal Primary School, we have **high expectations for all pupils**. We want every child to feel **safe, valued and respected**, and to be able to learn in a calm and supportive environment.

Positive behaviour is recognised and celebrated through verbal praise, communication with parents/carers, Star of the Week, house points and half-termly rewards.

Working together

We ask parents and carers to support the school's behaviour expectations at home, discuss concerns promptly with the class teacher and work in partnership with us to help children succeed.



Expectations & Working Together

We expect our pupils to:

Respect – Be polite, kind and thoughtful; show respect to adults, other pupils, our school and its property.

Resilience – Keep trying, respond positively to support and develop positive attitudes towards learning.

Responsibility – Make positive choices, follow school routines, wear the correct uniform and take responsibility for their actions.

Curiosity – Focus on learning, contribute positively to class discussions and be ready to learn.

Community – Build positive relationships, cooperate with others and behave positively in school, on trips and online.

Working Together

Please follow the steps below if you have a concern. This helps the school address the matter fairly and work together towards a positive resolution.

1

Class Teacher

Your first point of contact should be your child's class teacher.

You can contact the class teacher by:

- speaking to them at the door
- emailing the class teacher via the school office
- requesting a meeting via the school office

2

Miss Fernandes

(Mrs Seevakreedam)

If the concern is not resolved, please contact the Year 4–6 Phase Leader – Mrs Seevakreedam.

She will look into the concern and work with the class teacher to find a solution.

3

Deputy Headteacher or Headteacher

If the concern remains unresolved, please contact the Deputy Headteacher or Headteacher.

They will review the situation and decide on any further steps.

4

Chair of Governors

If you are still not satisfied, you can contact the Chair of Governors.

They will consider your concern following the school's complaints procedure.

Respect

Resilience

Responsibility

Curiosity

Community

Attendance and Punctuality

Regular attendance and punctuality are very important and we will work with parents to instill good habits.

For children to gain maximum benefit from school it is essential not only that they attend every day, but that they are in good time to listen to the instructions for the day.

Getting your child to school on time really matters.

Did you know...

If in a school year your child is late everyday...	your child would have lost approximately...	or they would have missed approximately...
5 minutes	3.5 days from school	20 lessons
10 minutes	7 days from school	41 lessons
15 minutes	10 days from school	55 lessons
20 minutes	14.5 days from school	82 lessons
30 minutes	22 days from school	123 lessons

You should not take your child on holiday during term time.
Please encourage punctuality to maintain school attendance.
Remember Absence = Lost Opportunity

Uniform

- ▶ A maroon sweatshirt or cardigan with the Cardinal
- ▶ Primary School logo - this can be purchased via Sanco in
- ▶ Hounslow.
- ▶ • Grey trousers, shorts or skirt.
- ▶ • Pale blue or white polo shirt
- ▶ Summer - as above.
- ▶ • A blue and white checked dress.

P.E

- ▶ Poppy - Monday & Thursday
- ▶ Daisy - Tuesday & Wednesday
- ▶ Tulip - Thursday & Friday

Please ensure your child has



Trainers



T-shirt



PE bag



PE shorts



Tracksuit bottoms

Pupils will need:

- A white T-shirt
- Burgundy or black shorts, or black tracksuit bottoms
- no leggings please
- White or black trainers
- Plain black hoodie or jumper

Please ensure that PE clothing has no logos or highly visible branding.

Pupils should bring their PE kit in a drawstring bag and change into it at school. This should be at school already. If you would like to wash it weekly, it will need to go home on a Friday and return on a Monday.

General Notices

- Invitations - We cannot give out
 - Jewellery - Earrings will need to be removed or taped
 - **Label everything! Names. Names. Names.**
- Shoe laces - please teach your child to tie them or use Velcro shoes!
- Healthy school - This means NO cakes or sweets for birthdays
 - No juice in bottle! Children to drink water at school.
 - No nuts or kiwi fruit allowed in school. As we have children with severe food allergies. This includes **nutella** spread in sandwiches.

Important things to remember

Please ensure school has your correct phone number, email address and an emergency contact.

Passwords - You must know your password and anyone who picks up you child needs it.

The Curriculum

- ▶ Daily English and Maths lesson
- ▶ Geography, History, Art, Dt, RE, PSHE, Music, Computing and PE lessons over the year.

8:50 - 9:00	Morning Challenge
9:00 - 10:00	RWI
10:00 - 10:30	Grammar or handwriting
10:30 - 10:50	Break
10:50 - 11:50	Maths
11:50 - 12:20	Topic
12:20 - 1:20	Lunch
1:20 - 2:45	Topic
2:50 - 3:05	Assembly/story

- ▶ In Year One the children complete a morning challenge and it is essential that they are on time so they can complete the challenge.
- ▶ RWI is our first lesson

Maths

White Rose



Focus

- Working confidently with numbers up to and including 100
- Calculating within 30
- Developing problem solving strategies
- The importance of maths vocabulary and reasoning
- The importance of recognising pattern
- Looking for real life opportunities to use our developing maths skills to solve problems

Counting to 20 and beyond

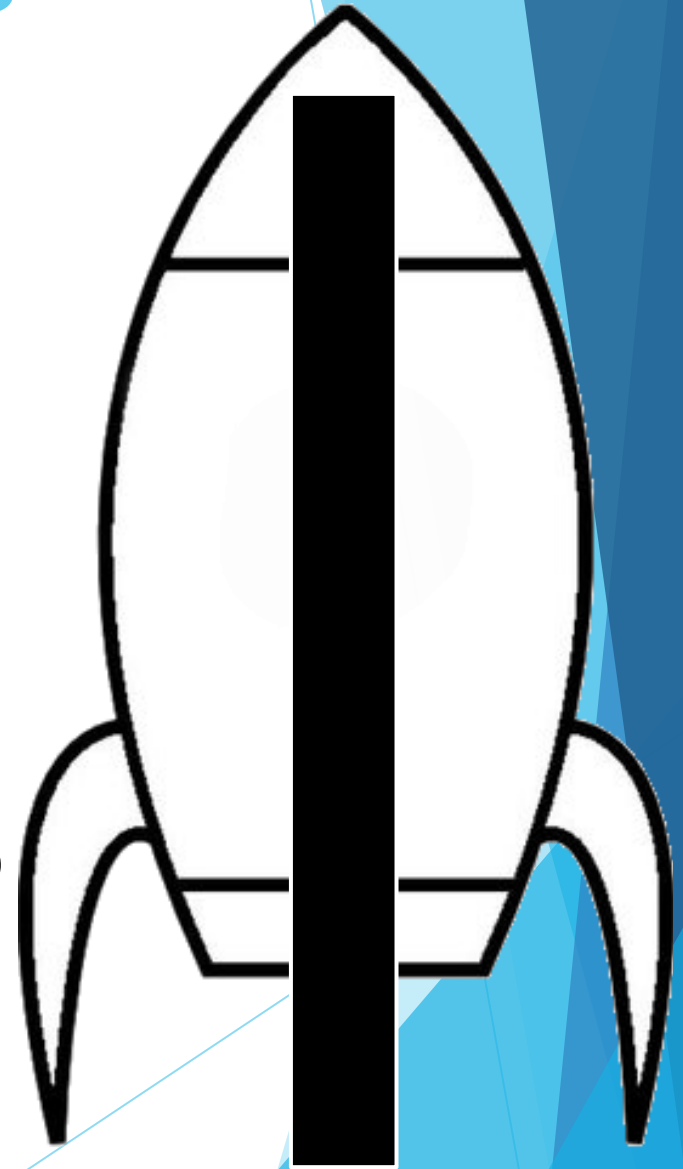
Examples

What number comes after
13?

What number comes before
11?

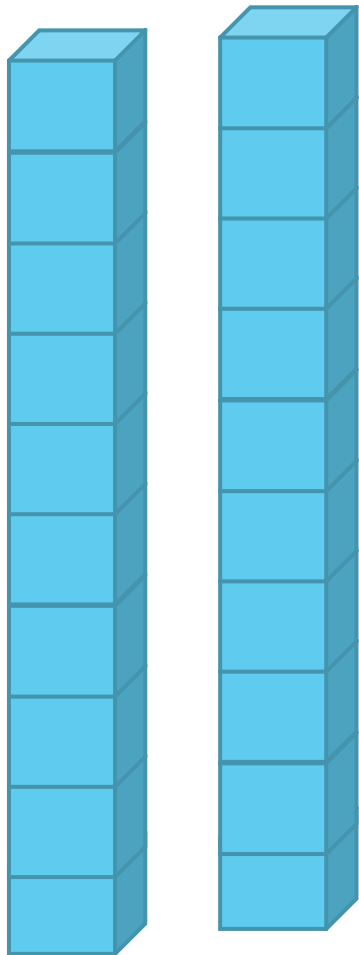
Start with 7 and count on to
13.

What numbers are between
11 and 17?

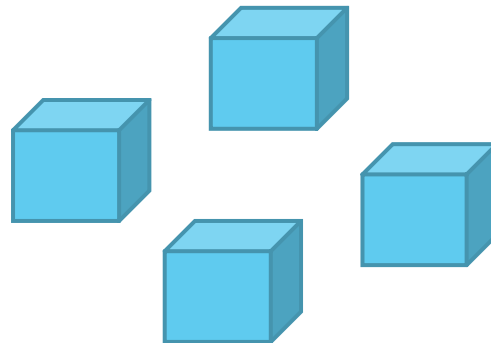


Place Value

Recognising patterns



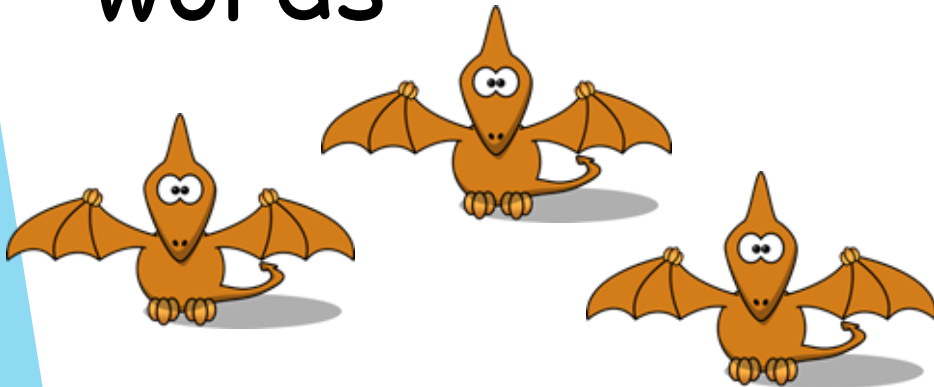
24



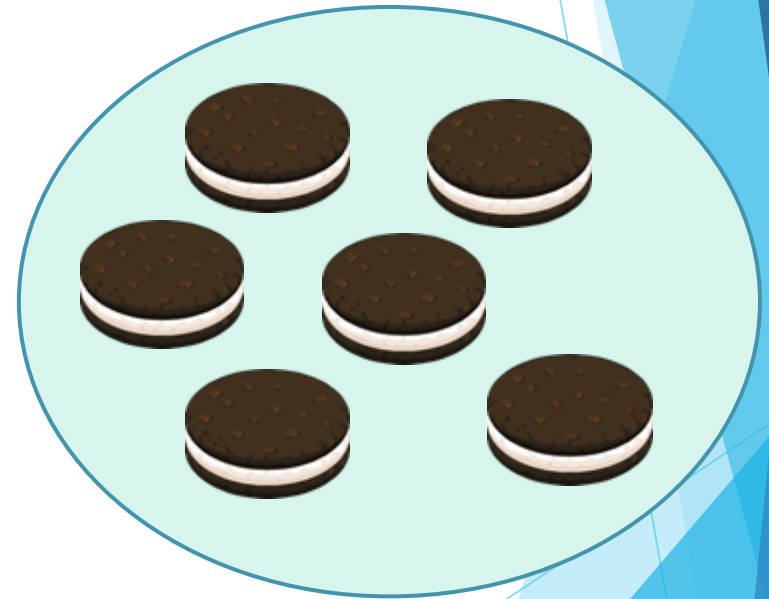
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Addition Strategies

- Applying composition of number
- Number bonds to 10
- Doubles and near doubles
- Big number first and count on
- Knowing the + symbol and related words



Subtraction



$$8 - 2 = 6$$

Multiplication & Division

Year 1 we focus on 2, 5 and 10's times tables. Socks, hands and toes come in very handy

We look at how they are related

Arrays

Equal groupings



Open ended questions

Which is the most popular ice cream flavour? How could we find out?

How many ways can you put 13 buttons in two boxes?

How many different ways can you order 4 different coloured counters?

How many dominoes have an odd total of spots?

Solve problems in everyday life

Do we have enough cups for everyone? How many more do we need?

Can we share out these cakes fairly? How should we do it? Will there be any left over?

How should we plant the daffodil bulbs in these 3 pots?

A simple shopping activity enables children to add two or more prices using different strategies. We ask children to talk about the strategies they are using. You have 10p to spend what could you buy? How much change would you get?

Maths Games

- Snakes and Ladders
- Bingo
- Guess My Number
- Biggest Number Wins
- Dominoes

Maths should be about...

Having fun

Solving problems

Talking

Building
confidence



Literacy



How they are taught?

- ▶ Different classes
- ▶ This will ensure appropriate teaching at the right level.
- ▶ Assessed every half term to ensure they are on the correct level
- ▶ 3 or 5 day programme
- ▶ Mrs Hayes - RWI Lead
- ▶ If your child attended Reception they will have already done a year of RWI



Ditty Stage - reading a few words together

Green Stage

Purple Stage

Pink Stage

Orange Stage

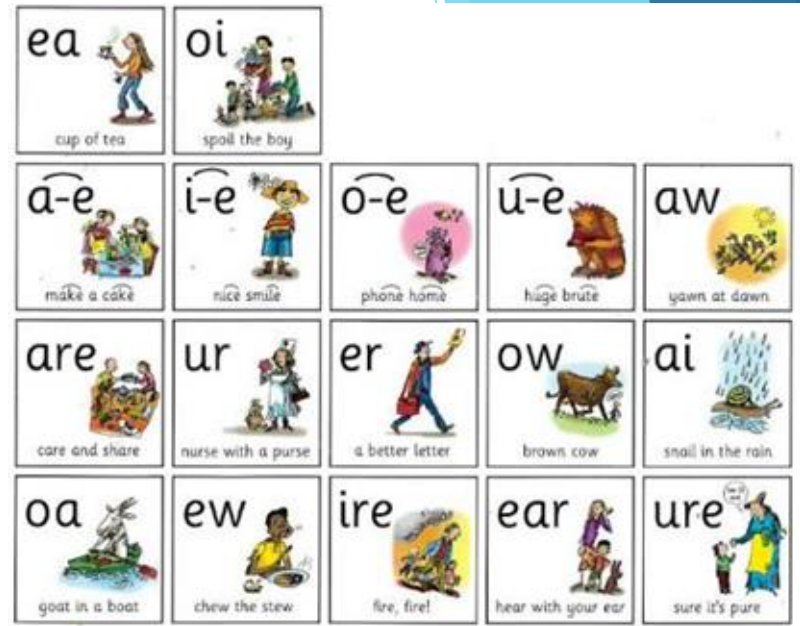
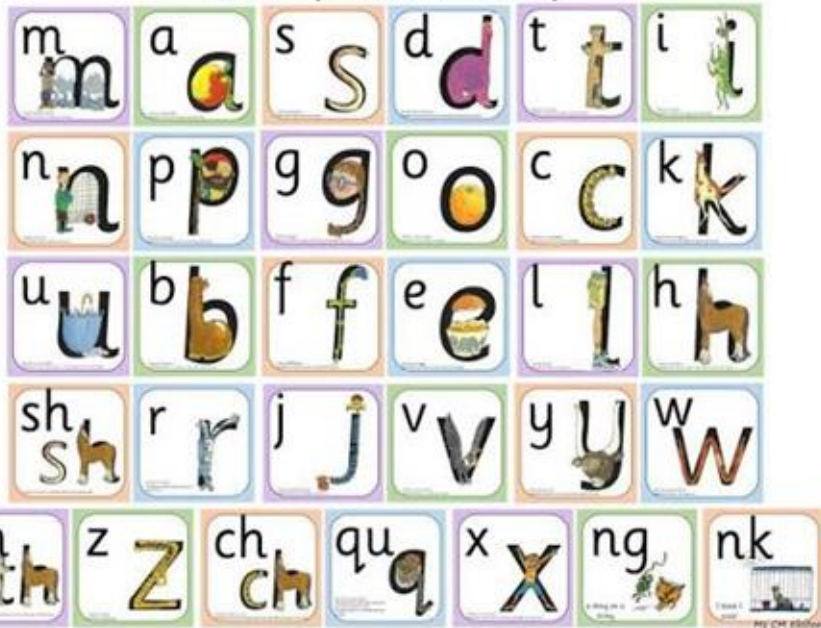
Yellow Stage

Blue Stage

Grey Stage

Sounds

Set 1 Speed Sound Map



How to say the sounds - youtube

Phonics Screening Check

- ▶ Statutory requirement- all children must participate in the check in June.
- ▶ We will be preparing for this check throughout the year.
- ▶ Children will decode real and nonsense words using phonics strategies- please practice these using the RWI books sent home.
- ▶ As you are aware there are many different strategies children use to read and we will continue to develop all these strategies.
- ▶ Nearer the time, there will be a meeting about

Reading with your child

- ▶ Picture clues
- ▶ Read on for the context and go back to check understanding
- ▶ Repetition in the text
- ▶ Explaining vocabulary
- ▶ Looking for words inside words such as together has 'the' and 'to'
- ▶ Prediction



Writing

- ▶ Grammar lessons
- ▶ Capital letters, finger gaps, full stops
- ▶ Adjectives, verbs, proper nouns, plurals
- ▶ Past, present future tense
- ▶ Checking the sentence makes sense
How old is trees? How old are the trees?

Writing

- ▶ Not just RWI but will be using it across all areas of the curriculum. We create opportunities within our topics to encourage children to express themselves and their ideas through writing.
 - ▶ Explore instructions - Links with computing
 - ▶ Animal riddles links in Science
-
- Handwriting and letter formation - **VERY IMPORTANT!**
 - Please do not teach your child to write in capital letters until they have lower case letters mastered.
 - Develop their fine motor control - using pegs, threading (shoe laces) Playdough

Continuous Arrow Alphabet Handwriting



What goes home

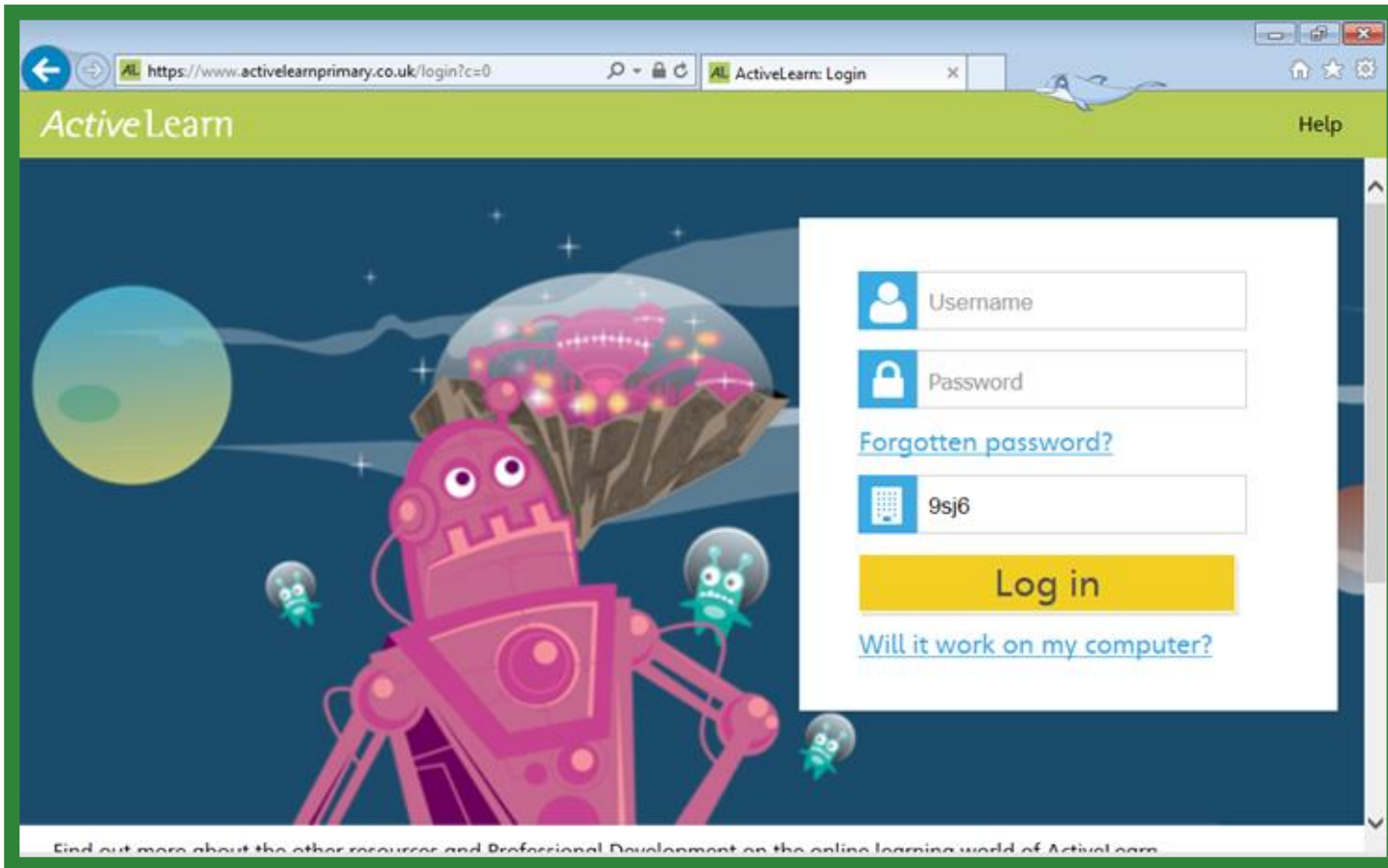
- ▶ Book banded books (when child has reached appropriate level) to be read each night and changed in class by the child.
- ▶ Reading Record. Please write the title and sign. Children should be reading daily and changing their book daily
- ▶ Read Write Inc books will go home every 3 or 5 days.
- ▶ Additional vocabulary such as common exception words (as and when necessary)

School visits

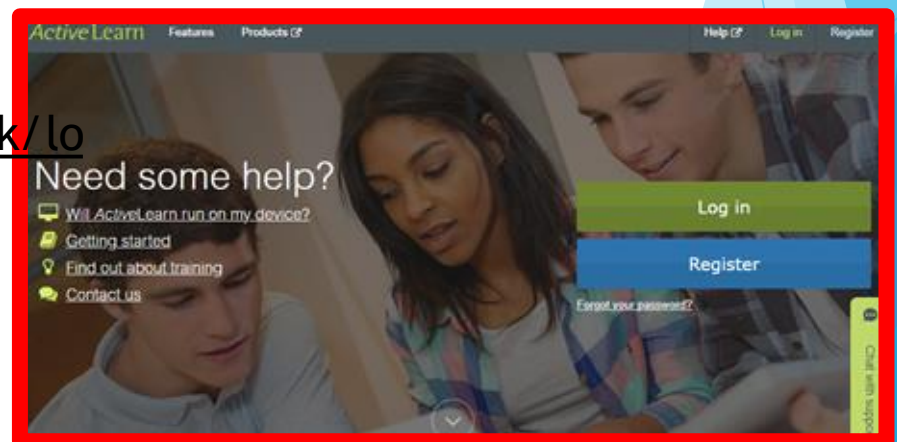
- Public transport
- Church visit
- Walk to local areas
- Mosque visit
- Hobbledown

Homework

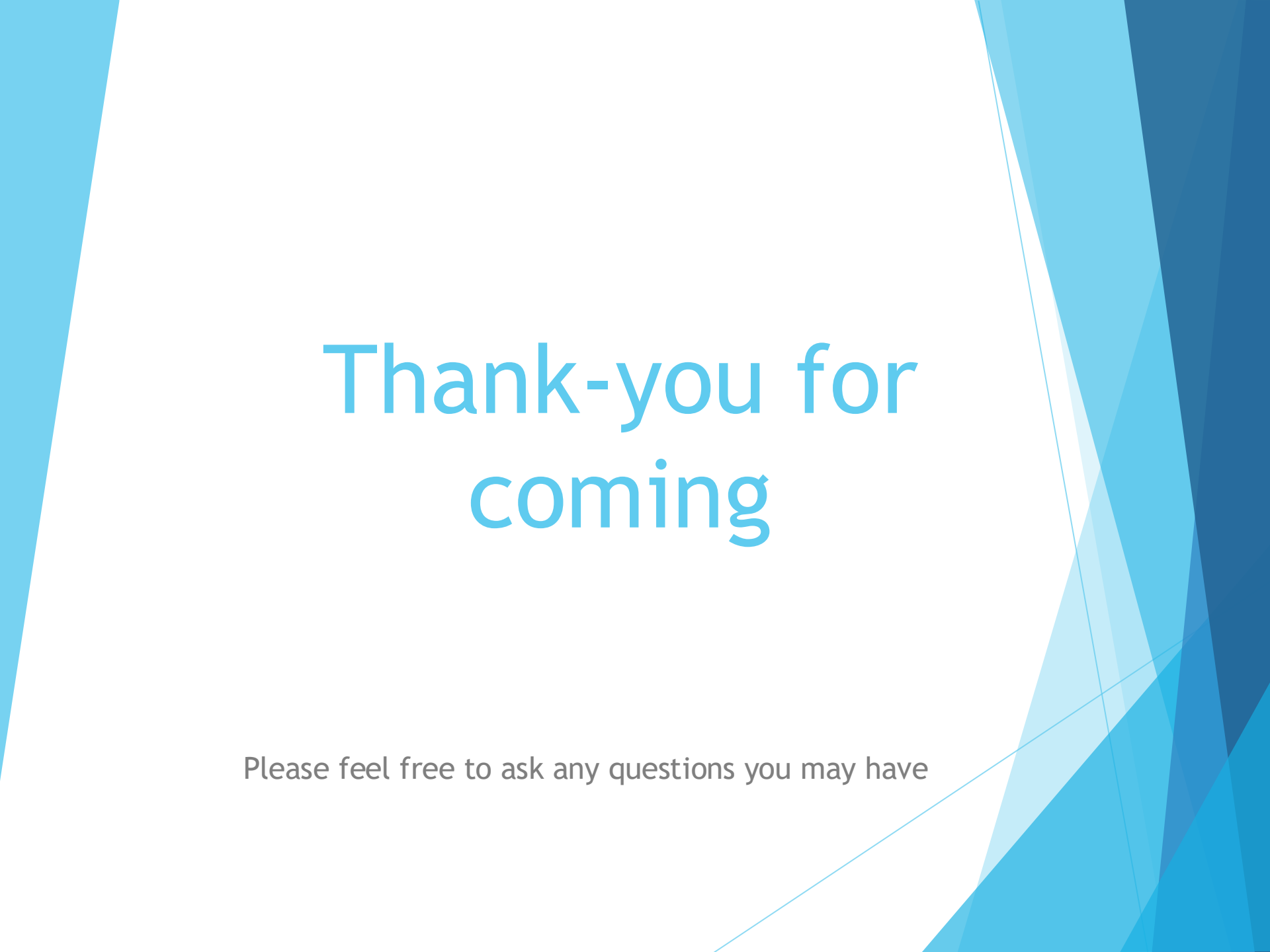
<u>Task</u>	<u>How often?</u>	<u>Additional notes</u>
Read Write Inc book	Either <u>every 3 days</u> or <u>every 5 days</u>	<i>Phonic based.</i> Book has been read in class so your child should be confident reading to you.
Book banded book	As often as possible	This book will have more high frequency words which are not always phonetically decodable. Please support your child with new words.
Spellings	Once a week (from half term)	Children will have 5 words that they need to practise and they will be tested in class. Results will be sent home each week.
<u>Pearson online challenges</u> • Maths activity • Reading activity with comprehension	Once a week (start date TBC) There will be a meeting later in the year to give parents more information.	Children will be sent home website and log in details and they will be set activities to complete each week.
Topic based project	When appropriate (roughly once a half term)	These are generally set over the holiday and give children an opportunity to be creative. Examples can include posters, artwork or photos. The children will then share these with their classmates.



<https://www.activelearnprimary.co.uk/login?c=0>



Questions

The background features abstract, overlapping geometric shapes in various shades of blue, ranging from light sky blue to deep navy blue. These shapes are primarily located on the left and right sides of the slide, framing the central white area.

Thank-you for coming

Please feel free to ask any questions you may have