

Welcome to our year 1, 2019 -2020 Curriculum Meeting.

- Introductions
- Please can you sign the register so we can ensure that everyone has had the correct information about our fabulous year.
- Also there is a short feedback form to complete at the end to check that you feel everything has been covered today.

Our school values and ethos

Everything we do is underpinned by the agreed school values across the school.

Responsibility
Thoughtfulness
Resilience



What to do if you are worried about your child:

At our first whole school assembly of the year we spent a lot of time introducing staff so all the children can name the adult in the school who they feel comfortable talking to.



If there is any point throughout the academic year that you become worried about your child please make an appointment in the office (or via email with the office) **with us**; we know your child the best in the school and should be your first point of contact.

If anything changes at home please let us know so we can support your child in school.

Time table example:

TL TIMETABLE – Emma Lyon					
TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY Andrew Treen
	REGISTRATION				
9.00 - 9.15	Handwriting		Handwriting	Handwriting	Handwriting
9.15 - 10.15	Maths	8.55 – 11.15 MUSIC/ART (PPA Time)	Maths	Maths	Maths
10.15-10.30	Break	Break	Break	Break	Break
10.30-11.30	English	ART/MUSIC (PPA Time)	English	English	10.30-11.15 English
11.30 - 11.45	11.25-11.45 Phase Assembly*	Phonics	Phonics	Phonics	11.15-11.45 Library
11.45 – 12.45	Lunch	Lunch	Lunch	Lunch	Lunch
12.50-1.30	Phonics	12.50-1.30 Singing assembly (Teachers and TAs in Phase Meeting)	12.50-1.50 Topic	12.45-130 Maths Fluency	12.50-1.15 Ment Assembly
1.30-2.30	Topic	Maths	1.50-2.45 Tiny Tigers (CP) or 1.50-2.30 Outdoor PE (LL)	1.30-2.30 Computing	1.15-2.30 Science
2.30 – 2.45	Break	Break	Break	Break	Break
2.45 – 3.20	Guided reading	PSHE	2.45 – 3.00 Guided reading	Guided reading	Indoor PE (Middle Hall)
			3.00-3.20 Class Assembly		

English

- We follow a text led approach.
- In Year 1, children will cover the following genres: poetry, narrative and instructional texts and recounts.
- We are really lucky to have been selected to work with The Globe on a two year project. We will be using / embedding drama techniques into lessons.
- Where possible the English texts link to topics.

Texts covered this year: Please don't read these books at home with your children!

- The Magic Bed
- Naughty Bus
- Oi Frog
- Lost in the Toy Museum
- Yeti and the Bird
- The Tempest
- Julian and the Mermaid
- Lost and Found
- Foxley's Feast (wordless text)

Reading

- Reading is taught daily in our phonics lessons plus one to one reading with all children once a week
 - Phonics is also consolidated and revisited in main English lessons and during guided reading time.
- New books go home every Friday. Please write in the Guided Reading Books once a week to show that you have read with your child.
- Library day is on a Friday for 1L and Wednesday for 1H – books back!
- Workshop on October 31st for parents on how to support reading.

Targets and expectations in writing in Year ...

By the end of year 1 children should be able to:

- Tell you what they are going to write.
- Write a story.
- Check their work.
- Leave spaces between words.
- Use capital letters, full stops, question and exclamation marks.
- Use capital letters for names, places, days of the week and 'I'.
- Talk about some of the grammar they have learned.
- Form their upper and lower case letters correctly.

Spelling

- Spelling shed
- Passwords will be sent home in their reading records.
- Year 1 are expected to know the high frequency and common exception words by the end of year 1.

100 High Frequency Words

a	children	her	look	on	there
about	come	here	looked	one	they
all	could	him	made	out	this
an	dad	his	make	people	time
and	day	house	me	put	to
are	do	I	Mr	saw	too
as	don't	I'm	Mrs	said	up
asked	down	if	mum	same	very
at	for	in	my	see	was
back	from	into	no	she	we
be	get	is	not	so	went
big	go	it	now	some	were
but	got	it's	of	that	what
by	had	just	off	the	when
called	have	like	oh	their	will
came	he	little	old	them	with
can	help			then	you

Year 1 Common Exception Words

the	is	no	one
a	his	go	once
do	has	so	ask
to	I	by	friend
today	you	my	school
of	your	here	put
said	they	there	push
says	be	where	pull
are	he	love	full
were	me	come	house
was	she	some	our
	we		

Maths

- Coverage grid

	<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>	<u>Week 6</u>	<u>Week 7</u>	<u>Week 8</u>	<u>Week 9</u>	<u>Week 10</u>	<u>Week 11</u>	<u>Week 12</u>
Autumn	<u>Number: Place Value</u>			<u>Number: Addition and subtraction</u>				<u>Geometr y</u>	<u>Number: Place Value</u>			
	<u>Week 1, 2 & 3:</u> Numbers up to 10			<u>Week 4, 5, 6 & 7</u> Addition and subtraction within 10				<u>Week 8:</u> Recognisi ng 2D shapes	<u>Week 9 & 10:</u> Numbers up to 20			
Spring	<u>Number: Addition and subtraction</u>				<u>Number: Place value</u>		<u>Measurement</u>					
	<u>Week 1, 2, 3 & 4</u> Addition and subtraction within 20				<u>Week 5 & 6:</u> Numbers up to 50 (multiples of 2, 5 and 10 to be included)		<u>Week 7 & 8:</u> Introduction to length & height		<u>Week 9 & 10:</u> Introduction to weight and mass/capacity & volume			
Summer	<u>Number: multiplication and division</u>			<u>Number: Fractions</u>		<u>Geometry</u>	<u>Number: place value</u>		<u>Measurement</u>			
	<u>Week 1, 2 & 3:</u> Reinforce multiples of 2, 5 & 10			<u>Week 4 & 5:</u> Halves and quarters		<u>Week 6:</u> Position and direction	<u>Week 7 & 8:</u> Numbers within 100		<u>Week 9:</u> Money	<u>Week 10 & 11</u> Time		

Aims of the Primary Mathematics Curriculum:

- **FLUENCY** - to be able to calculate accurately, automatically, quickly and irrespective of how the question is asked.
- **REASONING** - to be able to evaluate, justify and explain their mathematical thinking.
- **PROBLEM SOLVING** - to be able to apply their knowledge and skills to a variety of unseen contexts. Often open ended with more than one answer.
- Pupils choose their level of challenge (bronze, silver, gold), with guidance where necessary. Their choice of challenge may vary from day-to-day and topic-to-topic.

A focus on fluency...

Year One	
Autumn	Number Bonds
Spring	Addition and Subtraction – crossing boundaries
Summer	Skip Counting

Year Two	
Autumn	Number Bonds / Bridging Ten
Spring	Times tables – 2,5,10
Summer	Times tables – 2,5,10 / Written methods + and -

- Children **MUST** meet these expectations before the year is out
- Fluency in maths is a focus this year at Heber
- Children have a log in for mathletics, if unsure they can get this from their teacher
- This half term help your children to learn number bonds to 10

Home Learning

- We offer a wide range of home learning opportunities:

Every week your child be expected to complete:

- A maths task that is stuck into their reading record.
- A comment in their yellow reading record books.
- Mathematics set every week.

Please also support by:

- Encourage your child to read for 20 minutes everyday.
- Talk to your child about their day at school.
- Support your child in learning how to tell the time on analogue and digital clocks to the nearest minute.
- Spelling Shed
- There may be an occasional topic project to work on at home.

History and Geography.

- At Heber Primary School, through our History and Geography curriculum our intent is to teach children:
 - To ask questions about their local, national and global community and be confident to use a range of geographical and historical skills to draw their own conclusions.
 - A strong understanding of the history and geography of the British Isles and South London's place within it and the wider world.
 - An experience of diverse cultures, representing some of the diverse origins of the pupils themselves. This will challenge pupils' assumptions and broaden their horizons.
 - To consider questions of social justice, inequality and how these issues have affected children in the past, present and future.

The topics for this year are:

- Carnival of animals
- Changes within Living Memory
- We are Britain

Science

- At Heber Primary School, our intent is to give children a science curriculum which enables them to ask questions, explore and discover the world around them and give them a deeper understanding of the wider world in which we live.
- Young children are naturally curious and passionate about learning; we provide a stimulating science curriculum that nurtures this curiosity and their on-going intellectual development. Through a hands-on, inquiry-based curriculum, children will become confident in raising questions. They will experience sharing, exploring and investigating ideas and will secure and extend their scientific knowledge and vocabulary.
- This year we will teach: animals including humans, plants, materials and seasonal changes

Computing

This year at Heber, we are implementing a new Computing curriculum, designed to provide our children with an engaging and relevant knowledge of computers, the internet and digital technology.

As part of this curriculum, we will teach ***Digital Citizenship*** lessons. These cover all aspects of safe technology use, including: online bullying; online privacy and identity; healthy use of technology; use of passwords; copyright; and managing information online.

It is important to be pro-active in considering the online safety of your child and also to remember that all online activities should be monitored by parents.

Why is it important?

- [Ofcom research](#) has shown that **91% of 5-15 year olds** live in a household with internet access and over a third of all 3-4 year olds are now accessing the internet in their homes.
- **34% of children aged 8-12** have a profile on sites that require users to be aged 13 or over e.g. Facebook (*Childnet*).
- **13% of UK 9-16 year olds** say they have been bothered or upset by something online in the past year (*Ofcom*)

Potential risks to children online:

- **Contact:** children can be contacted by bullies or people who groom or seek to abuse them.
- **Content:** age-inappropriate or unreliable content can be available to children.
- **Conduct:** children may be at risk because of their own behaviour, for example, by sharing too much information.
- **Commercialism:** young people can be unaware of hidden costs and advertising in apps, games and websites.

How you can help as a parent or carer:

- [Keep the computer in a high-traffic area of your home.](#)
- [Establish limits](#) for which online sites children may visit and for how long.
- Remember that Internet technology can be mobile, so make sure to [monitor](#) mobile phones, gaming devices (Xbox, PS4 etc.), and laptops.
- [Surf the Internet with your children](#) and let them show you what they like to do online.
- [Know who is connecting with your children online](#) and set rules for social networking, instant messaging, e-mailing, online gaming, and using webcams.
- [Check the browser search history](#) on a regular basis.
- Set up [parental controls](#) on all devices that children access.

What to do if your child sees something inappropriate online:

- **Don't overreact** if your child tells you about something they have seen. You might feel shocked and angry but by dealing with it calmly your child will know they can turn to you again.
- **ALWAYS keep records** of abusive messaging.
- **Report** abusive or inappropriate behaviour to the website and if serious, to the police. **Keep the school informed too.**
- If you come across illegal content, such as images of child abuse, you can report this to the **Internet Watch Foundation** at www.iwf.org.uk.

Designated Safeguarding Leads:

Rivka Rosenberg - Designated Safeguarding Lead.

Lyndsey Jefford - Deputy Designated Safeguarding Lead.

Genevieve Joseph-Williams - Deputy Designated Safeguarding Lead.

Useful Digital Citizenship Websites and Resources (Available on school website)

- <https://www.thinkuknow.co.uk/parents/>
- <http://www.saferinternet.org.uk/advice-and-resources/parents-and-carers>
- <http://www.childnet.com/parents-and-carers>
- <https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-safety/>
- <http://www.kidsmart.org.uk/parents>
- <http://www.netsmartz.org/Parents>

Key Information

- Monday 7th October – trip to Sydenham Woods.
- PE is on Wednesdays and Fridays (1L) and Wednesday and Thursdays (1H) – this may change depending on immersion days, weather and trips etc.
- Reading books will be changed on a Friday.
- Pick ups – hands up.

Attendance

School attendance is central to raising standards in **education** and ensuring all pupils can fulfil their potential. The government has set a target of 96% **attendance** for all pupils. This rate allows for periods of illness or particular circumstances when absence from **schools** is unavoidable, approx. 5 days. It is vital that your child comes to school everyday and on time! We start teaching at 9am so if your child is late they are missing teaching points.

95% = 10 days of the school year = 40 lessons missed

94% = 12 days of the school year = 48 lessons missed

93% = 14 days of the school year = 56 lessons missed

90% = 20 days of the school year = 80 lessons missed

Workshops

We are always looking for ways we can support parents. Over the years we have run several workshops including Mathletics / phonics / maths support. Is there something you would like to know more about? If so please write your suggestion on the piece of paper at the front.



Growth Mindset?
Mathematical methods?
Behaviour?

Can you help?

It would be great to know if anyone would be keen to share an interest or support us with a topic. If you would like to come into school it would be great to know your interests or job so we can get in touch when we need you!

Please complete the register at the front if you are keen.

