



Miss McDonald

Year 1



Welcome to Year 1

YEAR 1 TEAM

- Miss McDonald
- Mrs Lockett

Your new classroom ...



All about Miss McDonald



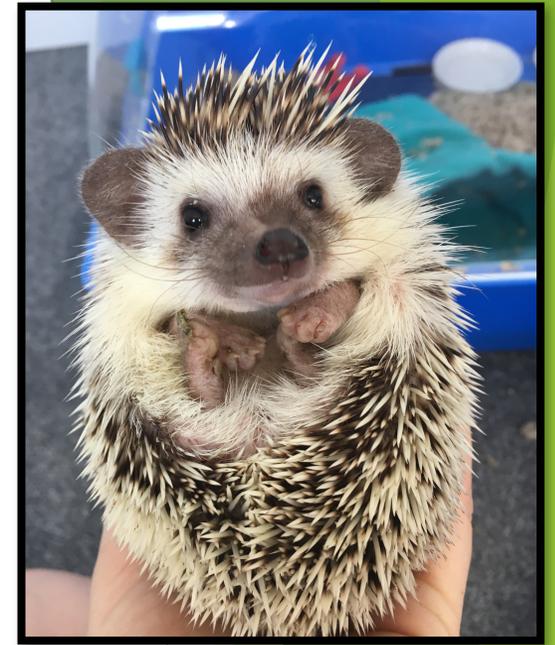
HEALTH & FITNESS FOR THE MIND AND BODY

FIERCESPIRIT
CROSSFIT

My main passion is CrossFit. I enjoy going to classes during the evenings and weekends. I occasionally compete at small competitions.



During the summer months, I enjoy going out on adventures on motorbike with my fiancé, Jonathan (there is always a cream tea on the way, which is the best bit).



This is Hermione, she is an African Pygmy Hedgehog and she loves having cuddles on the sofa.

Home/School Planners

On the first day of the new academic year, each child in school will have their own home/school planner to aid communication between teachers and parents.

The planners will also:

- ✓ detail children's school reading books
- ✓ a reading record for when children are reading at home
- ✓ outline weekly homework tasks
- ✓ notes from home e.g. if your child is being collected by someone else - please ensure that you tell your child to inform the class teacher if you have left a note.
- ✓ timetable - PE, swimming
- ✓ information pages, such as: phonics sounds, Maths/English strategies and support materials, times tables, key vocabulary and spellings for each year group.
- ✓ **NEW FOR THIS YEAR:** All Academy consent forms (e.g iPads, local visits, e-safety) are all in the planners. Parents/carers, please ensure that these are all signed during the first week back in September.



Uniform



- Sweatshirts & Cardigans

Jade green with school logo

- Polo T-shirts

White or Jade green with logo

- Skirts & Pinafore Dresses

Grey

- Trousers & Shorts

Grey

- Summer Dress/Playsuit

Green gingham

- Socks

White / Grey / Black

- Tights

Grey or black

- Shoes

Black shoes - No trainers, open toed sandals or knee-high boots

School uniform, with our logo on, can be purchased directly from Supersport, Macclesfield Road, Leek (01538 386226)

PE Kit



School PE Kit, with our logo on, can be purchased directly from Supersport, Macclesfield Road, Leek (01538 386226)

- **T-Shirts**

Jade green with school logo

- **Hoodie**

Black with school logo OR plain black

- **Tracksuit bottoms**

Black

- **Shorts**

Black

- **Footwear**

Indoor: Pumps (black)

Outdoor: Trainers

- **Socks**

White / Grey / Black

It's Good to be Green

Behaviour System

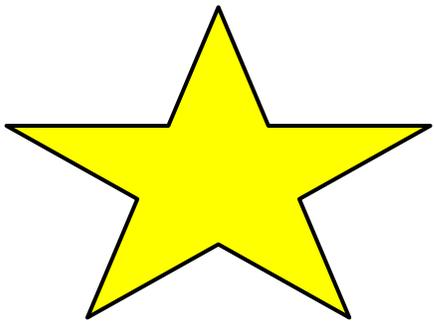
The 'Good to be Green' behaviour system is already embedded across the school. Children are rewarded for positive behaviour and the aim is for each child to end the day/week on a green card.

Warnings, yellow and red cards are given to those children who do not follow the 6 golden rules:

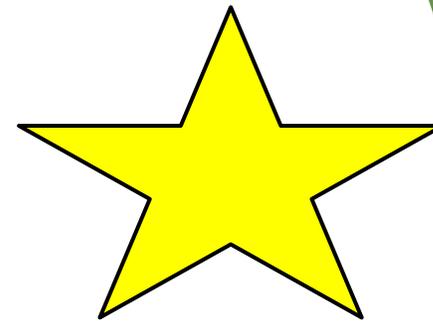
1. We are honest
2. We are kind and helpful
3. We are gentle
4. We look after property
5. We listen
6. We work hard.



At the end of each week, children will enjoy a 30-minute golden time session - 5-minutes is deducted from this allocated time for each yellow card received. If a child has received a red card then they will receive no golden time that week. There are also bigger activities arranged at the end of each term to reward good behaviour; children that are green all term will be rewarded with an activity or event at the end of that term. Children who receive yellow and red cards during the term, will miss part of or the entire activity/event.



Star Learners



During every lesson at Woodcroft Academy, we identify ‘star learners’ who have tried hard to show one or more of our ‘behaviour for learning’ non-negotiables. These include:

- We sit properly
- We join in the lesson by sharing ideas and listening well to others
- We are brave risk-takers
- We know when to work independently and when to work with others
- We know when to ask for help
- We can focus on our learning without being distracted
- We are critical thinkers!
- We show determination, resilience and perseverance

Children are rewarded for showing these learning behaviours and their names are added to the star learner chart in the classroom for everyone to see!

Safeguarding



Mrs H Hewitt
Head of School
Designated Child
Protection Officer



Mr R Bridge
KS2 Lead
Deputy Child
Protection Officer



If you have any concerns, worries or questions regarding safeguarding of any children, please talk to any member of staff in school, who will be able to advise you. All our staff have their Level 1 Safeguarding qualification.

English

Reading is always a huge focus at Woodcroft. Children will be focusing on high-quality fiction and non-fiction texts, each half term. The children will also have the opportunity to do daily guided reading, independent reading and paired reading.

Each class also has their own class library.

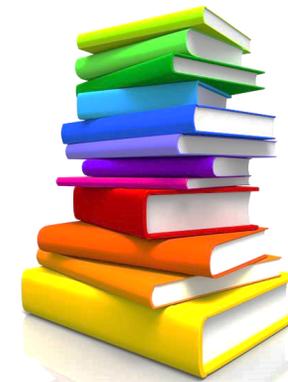


In year 1 we will be reading and unpicking the following fiction texts during our English lessons. The non-fiction texts will link to the books below:

| | | | | | | | | | | | |
|---------------|---|--|---------------------------------------|--|---|--|---------------------------------|--|--|--|---|
| Year 1 | Text: How to catch a star – <i>Oliver Jeffers</i> | | Text: Beegu - Alexis Deacon | | Text: The Tales of Peter Rabbit – <i>Beatrix Potter</i> | | Text: Rumpelstiltskin | | Text: Text: Dear Greenpeace – <i>Simon James</i> | | Text: Text: The Lighthouse Keeper's Lunch – <i>Ronda and David Armitage</i> |
|---------------|---|--|---------------------------------------|--|---|--|---------------------------------|--|--|--|---|

Add your English texts here

Guided Reading



Guided reading is carried out daily and focuses on the key reading domains.

| Define | Retrieve | Summarise | Infer | Predict | Relate | Explore | Compare |
|--|--|---|--|---|--|---|--------------------------------------|
| 2a: Give/explain the meaning of words in context | 2b: Retrieve and record information/identify key details from fiction and non-fiction. | 2c: Summarise main ideas from more than one paragraph | 2d: Make inferences from the text/explain and justify inferences with evidence from the text | 2e: Predict what might happen from details stated and implied | 2f: Identify/explain how information/narrative content is related and contributes to meaning as a whole. | 2g: Identify/explain how meaning is enhanced through choice of words and phrases. | 2h: Make comparisons within the text |

A typical Guided Reading week looks like the following:

Monday -
Pre read of text.

Tuesday -
Whole class discussion /
questioning

Wednesday -
Activity based on
the text read

Thursday -
Activity based on
the text read

Friday -
Reading for
pleasure

Mathematics

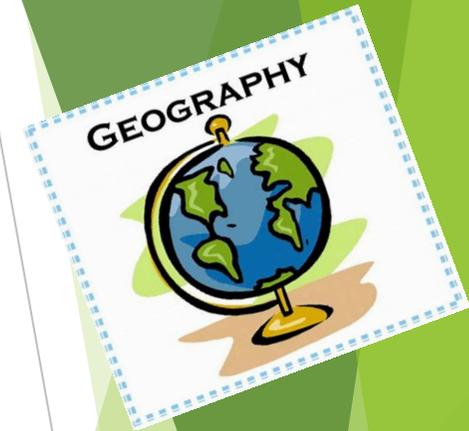
Power Maths is a whole-class mastery programme, recommended by the Department for Education (DfE), with a growth-mindset and problem-solving approach that is designed to spark curiosity and excitement, help to nurture confidence in Maths, and supports children with deeper conceptual understanding.

In year 1, we will be studying the following areas:

| Textbook | Strand | Unit | Number of Lessons | |
|--|--------------------------------------|------|--|----|
| Textbook A / Practice Pupil Book A (Term 1) | Number – number and place value | 1 | Numbers to 10 | 12 |
| | Number – number and place value | 2 | Part-whole within 10 | 5 |
| | Number – addition and subtraction | 3 | Addition and subtraction within 10 (1) | 6 |
| | Number – addition and subtraction | 4 | Addition and subtraction within 10 (2) | 12 |
| | Geometry – properties of shape | 5 | 2D and 3D shapes | 5 |
| | Number – number and place value | 6 | Numbers to 20 | 7 |
| Textbook B / Practice Pupil Book B (Term 2) | Number – addition and subtraction | 7 | Addition within 20 | 6 |
| | Number – addition and subtraction | 8 | Subtraction within 20 | 8 |
| | Number – number and place value | 9 | Numbers to 50 | 11 |
| | Measurement | 10 | Introducing length and height | 5 |
| | Measurement | 11 | Introducing weight and volume | 7 |
| Textbook C / Practice Pupil Book C (Term 3) | Number – multiplication and division | 12 | Multiplication | 6 |
| | Number – multiplication and division | 13 | Division | 5 |
| | Number – fractions | 14 | Halves and quarters | 5 |
| | Geometry – position and direction | 15 | Position and direction | 3 |
| | Number – number and place value | 16 | Numbers to 100 | 9 |
| | Measurement | 17 | Time | 7 |
| | Measurement | 18 | Money | 3 |

Wider Curriculum

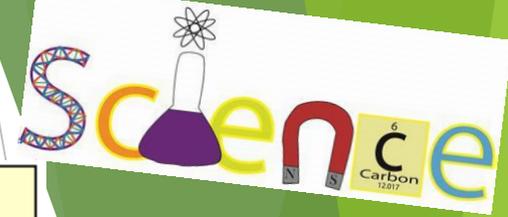
| | Autumn | | Spring | | Summer | |
|---------------|-----------------------|--------------------------------------|---------------------|-------------------|----------------------|----------------------------------|
| | Geography | History | Geography | History | Geography | History |
| Year 1 | Local area/our school | Toys | Wonderful Weather | Great Explorers | Our country – UK | Great Fire of London |
| Year 2 | Sensational Safari | Travel & Transport (Wright Brothers) | Marvellous mapping | Kings and Queens | Splendid Seaside | Nurses (Significant Individuals) |
| Year 3 | The UK | The Romans | Land Use | Ancient Egyptians | Water Cycle | WW1 |
| Year 4 | Rainforest | Stone Age | Somewhere to settle | Anglo Saxons | All Around the World | WW2 |



Each term, Art & Design Technology will link to either the Geography or History topic being studied.



Wider Curriculum



| Year 1 | Year 2 | Year 3 | Year 4 |
|-------------------------------------|-----------------------------------|---|---|
| Plants | Plants | Plants | Living things and their habitats (classification) |
| Animals and humans (common animals) | Animals and humans (all about me) | Animals and humans (healthy bones & diet) | Animals and humans (digestion) |
| Seasonal Changes | Living things and their habitats | Rocks | States of Matter |
| Everyday Materials | Uses of Everyday Materials | Light | Sound |
| | | Forces and Magnets | Electricity |

Homework

The children will be expected to practise and learn their times tables and spellings each week, and to read regularly - at home. They may also receive small piece of English and Maths homework; it is essential that they complete this to consolidate their learning.

In year 1, children are expected to read at least four times per week with an adult at home and this needs to be recorded in their home/school planner. Reading is vital in helping children to become fluent, independent and reflective readers (both fiction and non-fiction), and also informs their writing.

How we support reading in year 1

- Buddy/Independent Reading Time
- Reading for pleasure
- Shared Reading during English
- Daily Guided Reading
- 1-1 reading with TA/teacher
- Reading across all areas of the curriculum
- Class novels/book boards





Transition Activities

As we are unfortunately unable to complete transition in the way in which we usually would, we would like the children to complete some short tasks/activities at some point during the 6-weeks holidays, in preparation for September. These can be found on the following slides.

The work that the children produce will enable me to learn a little bit more about your them during our first week back in September and will be displayed around the classroom for the new academic year.

I hope that the children find these activities fun and I look forward to seeing what the children produce! Enjoy!

Our first Geography topic is 'Our Local Area'. For your first task I would like you to tell me about your favourite place to visit in Leek. You can draw your favourite place or take a picture. Then I would like you to write a sentence to tell me more.

Template

My favourite place in Leek is

Picture

Miss McDonald's example

My favourite place in Leek is

Rudyard Lake

Picture



I enjoy visiting Rudyard lake during the summer months. It is great fun to cycle along the path.

Figure Me Out!

- Create your own figure me out poster. Use the headings and write clues. For example, if you are 6 years old, your calculation could be $3+3$.

The poster template consists of a central photograph of a woman with long red hair. Surrounding the photo are five colored boxes, each containing a heading and a math problem:

- My Age** (blue box): $26 + 1 =$
- My Birthdate** (yellow box): $24 - 1 =$
- My Shoe Size** (green box): $3 \times 2 =$
- Number of Pets** (red box): $1 - 0 =$
- Number of Letters in my Name** (black box): $11 + 11 =$