



STOKENCHURCH PRIMARY SCHOOL



Welcome to

YEAR 1

*When parents and teachers work together,
there is a lasting and positive impact on children's progress.*



Meet the Team

Mrs Smye – Beech Class Teacher

Miss Liu - Birch Class Teacher

Mrs Browne - KS1 lead

READY RESPECTFUL SAFE RESILIENT CURIOUS CONFIDENT INDEPENDENT SUCCESSFUL

Timetable

	08:45 – 09:00	09:00 – 9:45	9:45 – 10:30	10:30 – 10:45	10:45 – 11:45	12:00 – 13:00	13:00-13:45	13:45 – 14:00	14:00-15:00	15:00 – 15:15
Mon	REGISTRATION & Early work	Phonics	Maths	BREAK	Handwriting English	LUNCH	Science		COOL Time	Story Time
Tue		Phonics	Maths		Handwriting English		Beech – Music/Computing	Beech – PSHE/RE		
							Birch – PSHE/RE	Birch – Music/Computing		
Wed		Phonics	Maths		Handwriting English		COOL Time		PE - Indoor	Story Time
Thu		Phonics	Maths		Handwriting English		COOL Time		PE - outdoor	Story Time
Fri		Assembly	Maths		Handwriting English		Phonics Spelling		COOL Time	Story Time

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Learning

YEAR 1	AUTUMN TERM		SPRING TERM		SUMMER TERM	
	T1	T2	T3	T4	T5	T6
	READY, RESPECTFUL, SAFE	RESILIENT	CURIOUS	CONFIDENT	INDEPENDENT	SUCCESSFUL
English (Focus text)	Handa's Surprise Dangerous	How to Catch a Star Percy the Park Keeper	Handwriting NF Giraffes Can't Dance	Beegu How to Wash Your Woolly Mammoth NF	The Queen's Knickers NF The Jolly Postman	The Scarecrow's Wedding NF Goldilocks and the Three Bears
History	How am I making history?		How have toys changed?		How have explorers changed the world?	
Geography		What is it like here?		What is the weather like in the UK?		What is it like to live in Shanghai?
Science	Seasonal Change	Everyday materials	Sensitive bodies (Animals including humans)	Comparing animals (Animals including humans)	Plants	Making connections
Computing	Computing Systems and Networks (IT around us)	Creating Media (Digital Painting)	Programming A (Moving a robot)	Creating Media (Digital writing)	Programming B (introduction to animation)	
Music	My Musical Heart beat	Dance, Sing and Play Christmas Production	Musical vocabulary (Theme: Under the sea)	Timbre and Rhythmic Patterns (Theme - Fairy Tales)	Pitch and Tempo Theme: Superheroes	Vocal and body sounds: (Theme: By the sea)
Art & Design		Drawing Make your mark		Painting and Mixed Media Colour splash		Craft and Design Woven wonders
DT	Cooking and nutrition Smoothies		Textiles Puppets		Mechanisms Wheels and axles	
RE & Worldviews	How did the world begin?	What do some people believe God looks like?	What is God's job?	Why should we care for the world?	How do we know that new babies are special?	Why should we care for others?
RSE & PSHE	Family & relationships	Health & wellbeing	Safety & changing body	Citizenship	Economic wellbeing	Economic wellbeing Transition
PE & Games	Attack, Defend, Shoot / Dance		Gymnastics Send and Return		Hit, Catch, Run Swimming	Run, Jump, Throw Swimming
Trips / Workshops			History Day - Toys			Trip related to Plants (TBC)
Events		Nativity			Phonics Screening Week	Sports Day Class Assemblies

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Daily Routine



To help with the transition into Year 1, children still have the opportunity to learn through play. We have structured mornings of Maths, English and Phonics and then more relaxed afternoons.

‘**COOL time**’ (Choose Our Own Learning) gives the children the chance to explore the learning environment, accessing exciting and engaging activities which link to different areas of their learning. It is similar to ‘Work time’ in Foundation Stage.

Throughout the first term, we embed KS1 routines and develop the children’s ability to sustain longer working periods eventually progressing to a more formal timetable when we feel the children are ready.

Subjects including History, Geography, Art and DT will be introduced after October half term or when the children are ready. RE is taught for 30 minutes per week. Science is also taught weekly.

Please ensure PE kits are worn on a Wednesday and a Thursday.

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Learning at Home



Homework

In Year 1, we do not set the children formal homework, however we would encourage children to read at home every day. In addition the children will have logins with various online educational platforms such as Twinkl Go and Mathletics for use at home.

Spellings

From the October half term, each week the children will be set spellings. These will link directly to phonics teaching, with the aim of supporting and consolidating learning. These spellings are not tested on a weekly basis however each week the children will complete a series of learning activities in class based on that week's spellings.

The spellings list for the half term will be found on the Y1 page of the school website following half term.

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Learning at Home



Reading

Reading is a key focus in Key Stage 1, and your child's reading skills are developed through a combination of daily phonics sessions, reading sessions in English and independent reading. There are many opportunities for your child's teacher and other staff in Year 1 to hear your child read. These are not recorded in the homework diary, which is used primarily to record when your child reads the books from our reading scheme at home.

We keep separate records linked to assessment.

Reading records and new books will be sent home in the coming week. Children need to bring these into school **EVERY DAY** as we will be reading with them in class.

Children will have the opportunity to change their books every day. Please ensure they:

- Have read their book **3 times** (and are reading it fluently)
- Have 3 ticks in their reading record to show the 3 reads

If they are unable to read their books fluently, please talk to the class teachers.

There will be adults supporting them to change books but we will be encouraging independence. The time to change books will be between **8.45 – 8.55** so please ensure your child arrives promptly.

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Phonics

Twinkl Phonics

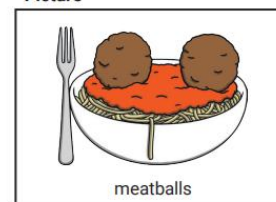
- Whole school phonics scheme
- Taught to all children from Nursery – Year 2
- Taught as an intervention where needed for children in Years 3-6
- Daily, interactive lessons
- Songs, rhymes, actions to make learning fun and memorable
- Reading books to support current phonics learning
- ‘Crib sheets’ to bring the children’s learning home and to support parents
- Songs and videos on Youtube



Today, we have been learning **m**.



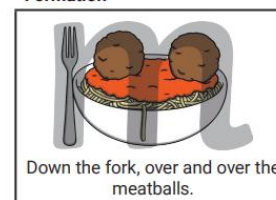
Picture



Action



Formation



Song

(To the tune of 'One Man Went to Mow'.)

Meatballs,
m - m - m,
How we love to eat them,
Meatballs,
m - m - m,
How we love to eat them!

Word List

Can you robot-talk and blend to read these words?

am	map
• •	• • •
man	Tim
• • •	• • •
mat	Sam
• • •	• • •



Example parent crib sheet



Phonics



We are continuing the children's phonics learning from Foundation to prepare them for the Phonics Screening Check at the end of the year.

In 2012 the Department for Education introduced a synthetic phonics screening check. It consists of 40 words, which are all phonically decodable. 20 are real words, and 20 are made up 'alien' words. Example words include 'scribe' and 'groiks'.

The screening check takes place in June and is conducted by your child's class teacher on a one to one basis. Children who do not meet the age expected level receive further phonics teaching in Year 2 and will re-sit the test.

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Assessment



- Your child will be assessed regularly, both formally and informally throughout the year.
- Teachers will use summative, nationally recognised tests to track progress in both Reading and Maths, alongside their teacher assessment.
- Writing will be teacher assessed against National Curriculum statements.
- Foundation subjects will be teacher assessed against National Curriculum criteria.
- We will follow external Statutory Assessment Testing (SATs) in Year 6 and Year 1 will partake in Phonics screening .
- EYFS follow the EYFS Framework.

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Assessment

- For our children in KS1 and KS2, progress will be reported to parents in Progress Charts at three points in the year. These will be sent home at Christmas, given to parents prior to the March parents evening and sent home with the final end of year report.
- Each child will receive a final end of year report which will celebrate your child's personal achievements and summarise their progress and attainment.
- There will be two parents evenings throughout the year, November and March. The November meeting will have a pastoral focus, whilst the March one will focus on progress and attainment.
- Termly progress meetings will take place, in school, between class teachers and our senior leadership team, to identify any gaps in a child's learning or identify accelerated progress.

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How to support your child

Discuss and
help with
homework,
spellings and
reading

**Please label
EVERYTHING!**

Encourage
independence
with their
belongings
and dressing

Send your
child with a
named water
bottle

Regulation
uniform
NO jewellery, hair
tied back, black
school shoes, no
earrings in or
recent piercings
covered with
tape.

Ensure diary
and reading
books are in
school everyday

Be positive!

PE



Please ensure children have their kit on
Wednesdays and **Thursdays**.

Children will come into school wearing their school PE kit on both PE days. Please ensure their PE kit is suitable for outside activities and any jumpers are named.



Trips and Visits

- KS1 Christmas Production
- Visiting Pantomime
- Class assemblies-
Beech/Birch
- History day
- Year 1 Trip
- Sports Day
- After school clubs

Dates for these events will be given in due course.



KS 1 Production



For the KS1 Christmas production Year 1 play a supporting role to Year 2. Year 1 form the choir while the Year 2 children act out the play.

Next year, they will have their chance to act out the story.





Please refer regularly to the Year 1 page of the website for key dates, homework, spellings and information.

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Communication

- **Diaries-** feel free to write a note to us about any communications (e.g. questions about spellings).
- **Weekly newsletters-** catch up on the week and look out for Year 1 photos!
- **Parent Mail-** letters home.
- **Telephone/Email-** if you would like to speak to a Year 1 teacher about something specific please email the office and we will get back to you as soon as we can.
- **Playground-** feel free to come and say hi or ask a question on the playground after we have dismissed the class.
- **Website-** Please check the Year 1 webpage as it will be updated regularly.
- **X (previously Twitter) -** @stokenchurchps



Special Educational Needs and Disability (SEND)



At Stokenchurch Primary School we want all of our children to reach their full potential. Everyone has different strengths, and we aim to discover and nurture these strengths during the time our learners spend with us. Many of our children have different challenges or needs that we aim to support as inclusively as possible. Most of these needs can be met as part of a **high quality, inclusive curriculum**, with reasonable adjustments made when necessary. Some of our children may need additional provision, as recommended in the Department for Education's SEND Code of Practice, Buckinghamshire Council's Ordinarily Available Provision, NHS guidance and evidence-based best practice. These are embedded within day to day classroom practice.

If you have any concerns about your child, the first point of contact will typically be with your child's class teacher. Class teachers are trained professionals with a strong understanding of how to support all learners. They are well placed to discuss any assessments or observations, and implement any strategies or provision. As SENCOs we work collaboratively with the staff in school and outside agencies to support this process. Regular training and advice sessions from other professionals are also regularly organised. We have robust systems in place to ensure information is shared effectively between staff.

If you have any additional questions or concerns about your child, please use the contact information below:

senco@stokenchurchprimary.bucks.sch.uk

SENCOs: Mrs F Avery, Miss C Howland

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Wellbeing

We believe at Stokenchurch that your child's wellbeing is at the heart of everything we do. We achieve this by completing the following activities:

- Weekly PSHE lessons
- Zones of Regulation and toolkits
- The Stokie Second twice a day
- Regular brain breaks and stretches
- Mindfulness tasks
- Go Noodle and yoga stretches
- Worry jars



The Stokie Second



Sit down in a comfortable position.

- Close your eyes or look down at your palms.
- Take calm, slow breaths. Gently breathe in and out. In through your nose and out through your mouth.
- Keep your shoulders relaxed and down.
- If you can, keep your feet flat on the floor.
- When you hear the chime, listen to the sound for as long as you can (hit chime- wait until you cannot hear the chime).
- Bring your attention to your breath (pause for 10 seconds).
- Feel your tummy rising and falling (pause for 10 seconds).
- Imagine you are sitting in a completely empty room (pause for 10 seconds).
- Take calm, slow breaths.
- If your mind wanders, bring your focus back to your breathing and the empty room.
- When you hear the chime again, listen as long as you can. When you cannot hear the sound any longer, slowly and gently open your eyes and look to the front of the room and smile.

Medical Information

- Medicines: Please fill in the relevant forms for prescription and non-prescription medication (this includes inhalers). The medication has to be in the original packaging with the prescribed label on from the GP. We are allowed to administer antibiotics if prescribed **4 times a day**.
- We are not allowed to give paracetamol or Calpol.
- Health care plans have to be updated annually. Please let us know if there is any change in your child's medical needs.
- Please ensure that your child comes to school having had breakfast and that any food brought into school does not contain nuts.
- We encourage children to stay hydrated so please ensure they have a water bottle.
- Many also benefit from having a healthy snack at morning break.



SAFEGUARDING IS EVERYONE'S RESPONSIBILITY



Stokenchurch is committed to ensuring the welfare and safety of all our children in school. We believe that pupils have a right to learn in a supportive, caring and safe environment which includes the right to protection from all types of abuse; where staff are vigilant for signs of any pupil in distress and are confident about applying the safeguarding processes to avert and alleviate any such problems.

If you are ever concerned about the safety or well-being of someone at our school, please talk to one of the school's Designated Safeguarding Leads (DSLs). See below for information.

Stokenchurch expects all staff, parents and volunteers to share this commitment. This means that we have a Child Protection policy and procedures in place which can be found on our school website.

Sometimes we may need to share information and work in partnership with other agencies when there are concerns about a child's welfare. We will ensure that our concerns about our pupils are discussed with his/her parents/carers first unless we have reason to believe that such a move would be contrary to the child's welfare. If a member of staff is concerned about a child's welfare, they will record their concern, and any observations or conversation heard, and report to one of the DSLs as soon as possible the same day.

If a member of staff has concerns which relate to the actions or behaviour of another member of staff (which could suggest that s/he is unsuitable to work with children) then this will be reported to the Headteacher (or the Chair of Governors if the concern relates to the Headteacher themselves) who will consider what action to take.

OUR DESIGNATED SAFEGUARDING LEADS (DSL'S) ARE:

Mr S Sloan (Lead) Mrs S Elliott (Deputy) Mrs Warner (Deputy) Mrs Pope (Deputy)

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OUR SAFEGUARDING TEAM

Are you concerned
about a child?



ALWAYS act on any concern.
Make a written record of your concern and share without delay.

Mr Stephen Sloan
Designated Safeguarding Lead
Acting Headteacher



Mrs Samantha Elliott
Designated Safeguarding Officer
Acting Deputy Headteacher



Mrs Francesca Avery
Designated Safeguarding Officer
SENCo



Mrs Kat Warner
Designated Safeguarding Officer
Nursery Manager



Miss Catherine Howland
Designated Safeguarding Officer
SENCo



Mrs Judy Pope
Designated Safeguarding Officer
Administration Manager



Please do not leave the site without sharing your concern, even if just a feeling.

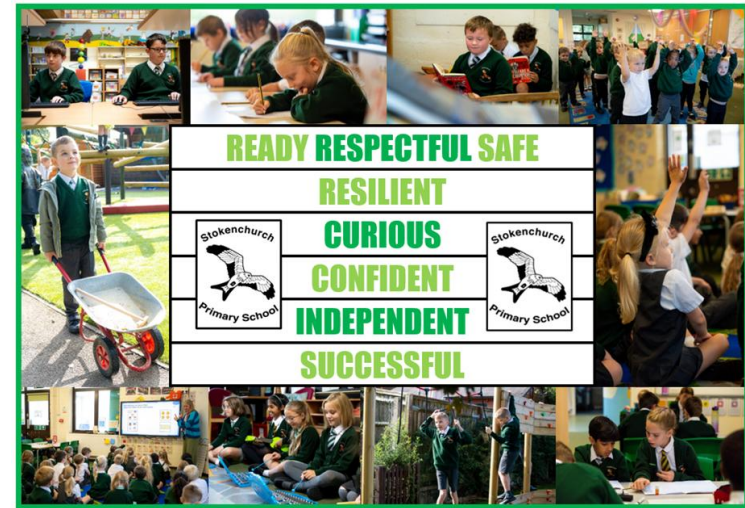
Remember, IT COULD HAPPEN HERE.

Managing Children's Behaviour at **STOKENCHURCH**

Behaviour at **STOKENCHURCH** is paramount and our expectations of every child to follow our golden rules and be **READY**, **RESPECTFUL** and **SAFE** at all times are non-negotiable.

How do we achieve and maintain this?

- Having strong values that are regularly reinforced by all
- Being very clear and consistent with our expectations
- Remaining positive with and listening to the children
- Using positive rewards regularly (praise, house points, Golden Folder, messages home, etc.)
- Regular communication with home
- Tackling issues as they arise calmly and effectively
- Speaking to parents early



STOKENCHURCH PRIMARY SCHOOL & NURSERY		
AIMING HIGH ... FLYING HIGHER		
Everything we do makes a difference to our children, empowering minds and shaping futures.		
We are always:		
READY	RESPECTFUL	SAFE
OUR CODE OF CONDUCT		
1	The STOKIE way: We wait and walk We say please and thank you	
2	We follow instructions given by all adults.	
3	We use kind hands and feet.	
4	We treat equipment sensibly.	
5	We show respect to others and our school.	
6	We listen carefully and respond (with delicious answers).	

STOKENCHURCH PRIMARY SCHOOL & NURSERY		
AIMING HIGH ... FLYING HIGHER		
Everything we do makes a difference to our children, empowering minds and shaping futures.		
We are always:		
READY	RESPECTFUL	SAFE
CONSEQUENCES		
1	Warning	
2	Thinking Time	
3	Phase Leader	
4	SLT / Deputy Head	
5	Sent to Mr Stevens	
6	Parents Informed	

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Rewards and Sanctions

Rewards

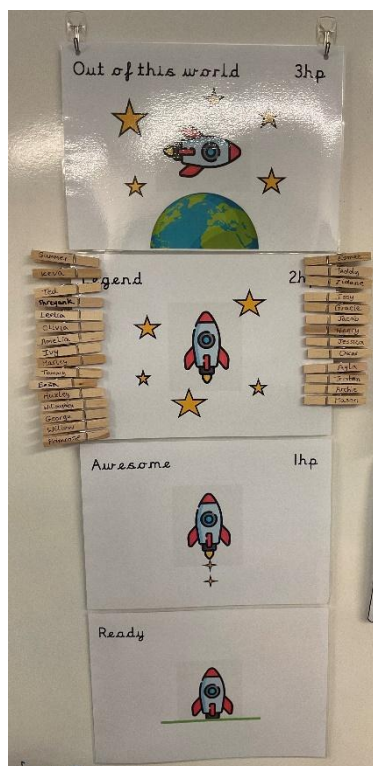
Verbal Praise
House Points
Golden Stickers
Messages Home
Good Behaviour Time
Stokie Stars! (A celebration of school values)

Verbal Warnings
Think About Choices
Timeout
Phase Leader
SLT/Deputy Head
Parents Involved

Sanctions

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Classroom Reward Chart



Children are moved to the 'Out if this world' if they go above and beyond. This is celebrated with a special sticker and 3 house points.

Children are moved to the 'Legend' if they have tried even harder to demonstrate our school values. This is celebrated with a special sticker and 2 house points.

Children are moved to the 'Awesome' when they have tried extra hard to be ready, respectful or safe. This may link to their learning or other aspects of school life. This is rewarded with 1 house point at the end of the day.

Each child has a peg with their name on. They start on 'Ready' every day, showing they are ready, respectful and safe.

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E-Safety & Social Media Safety

What can the school do to support with this?

- All pupils complete comprehensive and age appropriate e-safety lessons each and every year. These lessons will cover wide-ranging curriculum areas to help keep children safe both in and out of school including providing guidance and advice on cyber bullying and social media safety
- As a school we wish to support you as much as possible. **If inappropriate messaging occurs outside of school but between children at this school, then we do want to know about it – particularly if the messages are of a nature that could be viewed as bullying.**
- While it would not be appropriate for the school to sanction pupils for inappropriate conduct outside of school – **it will likely be important that staff know about any such conflict in order to ensure that it does not affect their learning or playtime in school.**

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E-Safety & Social Media Safety

What can you do to support with this at home?

- Understand the risks – use the weblinks on the next page to educate yourself on the apps and websites your children wish to visit and be aware of the risks.
- Communicate regularly – with your children (regarding what they are doing online and on their phone) and with school (if you have any concerns regarding your child's use of apps or inappropriate messaging that could affect their wellbeing in school).
- Keep the risks in proportion – **be mindful of age restrictions on certain apps and messaging services. If they're not old enough for the app's terms of service then there is probably good reason why they should not be on it.**
- Agree helpful mediation strategies – banning a child from a device might stop the concern temporarily but is unlikely to educate them to protect themselves or resolve concerns in the future.

Finally we would politely ask that parents be considerate of their own social media use. Twitter, Facebook and other such websites/apps are powerful tools for communication. If however, any concerns or questions regarding school arise, contacting school staff via the office or a note or your child's homework diary will always be the best way to resolve this.

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E-Safety & Social Media Safety

Key websites that can support in developing better understanding of E-safety for parents:

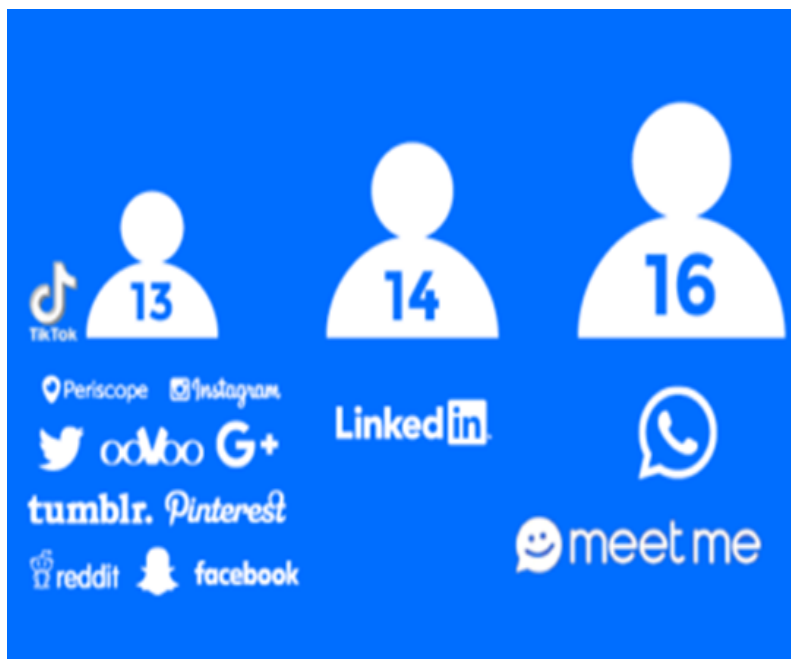
- <https://www.saferinternet.org.uk/advice-centre/parents-and-carers>
- <https://www.internetmatters.org/schools-esafety/parent-online-support-pack-teachers/>
- <https://www.nspcc.org.uk/keeping-children-safe/online-safety/>
- <https://www.thinkuknow.co.uk/parents/>
- <https://www.childnet.com/parents-and-carers>

If you have additional questions regarding specific websites or apps then please check their guidance and terms of service. If you remain unsure then please contact the school and staff will help where they can!

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How can you help?

1. Monitor use of electronic devices
 - Check recommended age restrictions of apps and games
 - Set a curfew before bedtime
 - Monitor WhatsApp groups and other group chats



How can you help?

2. Sleep and breakfast

- Switch off devices well before bedtime
- Share a book in bed
- Share best parts of the day
- Wake up with plenty of time for breakfast
- Healthy snack for breacktime

How can you help?

3. Build resilience: adopt a Growth Mindset

GROWTH MINDSET

Is Freedom



FIXED MINDSET

Is Limiting



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How can you help?

4. Develop independence

Throughout your child's final year here and in their preparation for their transition to Secondary School, encourage your child to be independent.

Make it their responsibility to ensure that they are organised and prepared for each day's learning – don't pack their bag for them!

- Timetable stuck on wall/fridge/near door
- Passwords stored safely
- Set timetable for homework



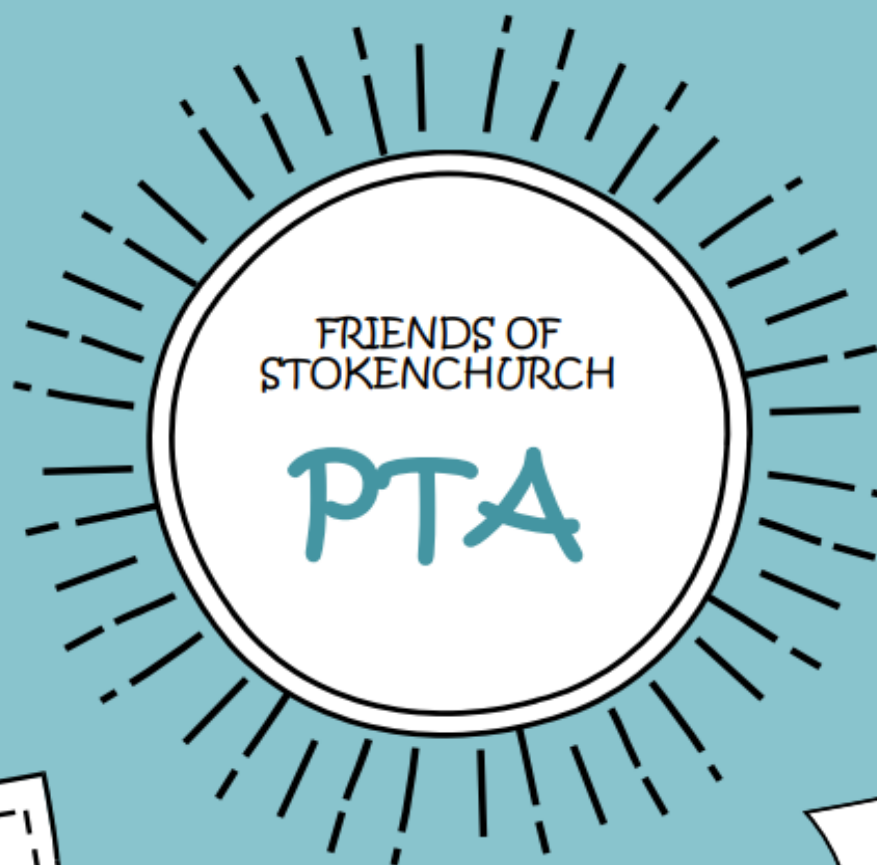
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How can you help?

5. Practical maths skills

- Encourage your child to pay for things in shops, working out the coins needs and checking the change
- Practise telling the time, both digital and analogue e.g. If I pick you up at 6pm, how long will you spend at the swimming pool?
- Whilst out and about, study tables and charts to figure out how they work and what they are showing: bus and train timetables, film schedule times at the cinema, TV schedules etc.

£315
Pumpkin
Carving
Competition



£3000
Christmas
Fair

£300
Scarecrow
Trail

£3000
Summer
Fete

£2000
School
Discos

Friends of Stokenchurch Primary



What is the money spent on?

Pantomime Production

Library revamp & Quiet Garden

Homework Diaries & Workbooks

Playground Pergola & Sail Shades

F2 Graduation Bears & Y6 Hoodies Subsidy

How can YOU help?



- ✓ Like our Facebook page
<https://www.facebook.com/StokenchurchPTA/>
- ✓ Sign up to the Easyfundraising website
<https://www.easyfundraising.org.uk/invite/XCgTCK/GQHEFI>
- ✓ Join our 50/50 Club
<https://primarysite-prod-sorted.s3.amazonaws.com/stokenchurch-primary-school/UploadedDocument/f25460c48fc74fa8a76ca2e6a449c036/sps-friends-5050-club-1.pdf>
- ✓ Donate your unwanted clothes, shoes and linen to our textile recycling bank.

Have you named your child's belongings?

Did you know you can quickly name all of your child's belongings and raise money for our school at the same time?

Stampastic ink name stamps

https://stampastic.co.uk/pages/school/welcome#a_aid=5b65511395590



Stikins® name labels

<https://www.stikins.co.uk/?NAME-LABELS=22424>

Keep in touch and stay informed

 <https://www.facebook.com/StokenchurchPTA>

 <https://twitter.com/StokenchurchPTA>

 <http://www.stokenchurchprimary.co.uk/pta/>

 stokenchurchprimarypta@outlook.com

Thank you for reading our presentation.

Any questions, please email the school office at:
office@stokenchurchprimary.bucks.sch.uk

Or post a question onto our school's twitter
account:
[@stokenchurchps](https://twitter.com/stokenchurchps)





READY RESPECTFUL SAFE	
RESILIENT	
	CURIOUS
	CONFIDENT
	INDEPENDENT
SUCCESSFUL	

