



Year 1 Information Meeting

Please sign in on the class lists at the side.

Please take a home/school agreement and a copy of the Phase 5 sound mat.



What is our 'Why'?

- With the help and collaboration of staff, parents, and governors, we have looked at 'why' Springdale is such a special place for students, parents and teachers. What beliefs underlie every reason we do what we do here?
- It is these beliefs, coupled with open mindedness and determination, which will enable us to achieve!
- This has been central to creating our overarching **Vision and Learning Values**, we believe they reflect our child centred approach: believe in your dreams, achieve great things and inspire yourself to reach the stars!



Imagine with all your mind
Believe with all your heart
Achieve with all your might



Our Learning Values.....



Perseverance and Persistence

Reflective and Resourceful

Inquisitive and Independent

Drive and Determination

Enthusiasm and Excellence

Meet the team.....

Mrs Holman – Butterflies Teacher.

Miss Wallis – Bumblebees Teacher.



Mrs Preston – Butterflies Teaching Assistant.

Miss Faith – Bumblebees Teaching Assistant.










**“A NEW
SCHOOL YEAR
MEANS NEW
BEGINNINGS,
NEW
ADVENTURES...
AND NEW
CHALLENGES.”**

- Denise Witmer
ITSALLYOUBOO.COM

Things to look forward to!

Autumn	Spring	Summer
<p>Church visit</p>  <p>Autumn welly walk</p> 	<p>Great Fire of London theatre workshop (price TBC)</p>  <p>Spring welly walk</p> 	<p>New Forest Wildlife park (Price TBC)</p> <p>Charity food bank fundraiser</p> <p>Summer welly walk</p> 

Things to remember...

- PE days – Monday – Indoor PE
- Wednesday – Outdoor PE
- Springdale or royal blue tee-shirt with royal blue sport shorts.
- Winter – black or navy jogging bottoms with Springdale hoodie/fleece.
- Earrings – should be covered or taken out and hair tied back.
- Uniform – royal blue pinafore/skirt, grey trousers/shorts, white polo shirt.
- Water bottles – filled everyday with water, this can be refilled during the day.
- No snacks needed – fruit is provided.





Things to remember...

- Homework will go out on **TEAMS** every **Friday** and be due in the following **Wednesday**.
- Book changing – children can change their '**Love to Read**' books everyday.
- '**Learn to Read**' books once a week on the day the teacher reads with your child.
- End of the day – children must stay with you until you reach the gate
- **Building independence.**



Homework - TEAMS

- Alternating between foundation subjects and maths
- Links to current learning or helps to prepare them for upcoming work
- Differentiated
- Homework will go out on **TEAMS** every **Friday** and due in the following **Wednesday**.



Teams

Homework 24.03.23

Due 29 March 2023 18:00

Instructions

Hi all,

As it is coming up to our Easter holidays, we would love if you could write us some short captions to match the Easter themed pictures in the worksheet attached.

For an extra challenge, see if you can show us our most recent learning by adding in a question or exclamation mark!

We can't wait to see your sentences.

Miss Wallis and Mrs Green.

Reference materials



Easter sentence homework .docx



Student work

None



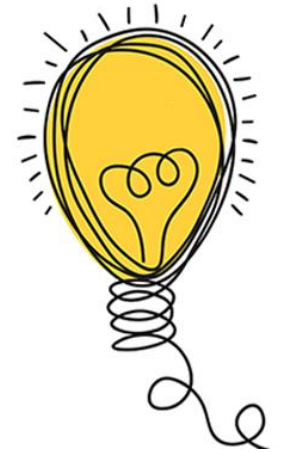
Changes to Our Curriculum.....

The Overview of Research document provided in the 2019 Ofsted framework states that "**learning is at least partly defined as a change in pupils' long-term memory.**" The guidance also states that retrieval practice is an effective teaching tool for strong retention of knowledge.

Retrieval practice involves students recalling something that they've learnt in the past (a reasonable time after the topic has been initially taught to them) and bringing it back to their minds.

Our Curriculum.....

- Knowledge based curriculum
- Long term memory
- Recall and retrieve
- Children will view themselves as scientists, artists, designers, historians and will be able to recall key knowledge from the lessons.



Springdale First School

Imagine, Believe, Achieve

Year 1 Geography.

Broadstone: What's it like to live here?



★ Children's prior learning in this area	★ Cultural Capital Opportunities	★ Key vocabulary and glossary
<p><u>Understanding the world</u></p> <ul style="list-style-type: none"> -The name of where they live - Poole -Poole is by the sea -Comment on images of familiar situations in the past. -Compare and contrast characters from stories, including figures from the past. -What a map is and how it works 	<p>Physical Geography</p> <p>Explore opportunities to support the environment in the local area.</p> <p>Visit the heath – can you pick out different features?</p> 	<p>Human features: services, shops, library</p> <p>Physical features: roads, car parks, rivers</p> <p>Other vocab: settlement, key, mapping, location, fieldwork, characteristics, ariel view, road map</p> 



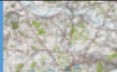
Recognise that where they live is their settlement

Compare the features of different environments

Use a simple plan & understand different features

Human Geography

Discuss the different careers linked to human geography, eg, tourism, housing in the local area.

Enquiry Question: What is a settlement? What is my settlement?	Enquiry: What are the human and physical features of Broadstone?	Enquiry Question: What is a map? What is a key?
<p>Concept: Settlement</p> 	<p>Concept: Human & Physical</p> 	<p>Concept: Mapping</p> 
<p>Sticky Knowledge: Students will understand that a settlement is where someone lives. They will be able to recognise their local environment as a settlement (Broadstone, Poole, Springdale – NOT a settlement) Springdale is not a settlement because no one lives here.</p> <p>Task:</p> <p>Practice: sort pictures between settlement and not a settlement</p> <p>Apply: Describe the features of their settlement using geographical language</p> <p>Deepen: Whole class discussion – what makes my settlement special? What might other settlements be like? Use a picture of contrasting settlement to stimulate discussion.</p>	<p>Sticky Knowledge: Know what human and physical features are in Broadstone.</p> <p>Human features: services, shops, library.</p> <p>Physical features: roads, car parks, rivers.</p> <p>Useful website for knowledge: What are human and physical features in geography? - BBC Bitesize</p> <p>Task:</p> <p>Practice: Sort the human and physical features of Broadstone.</p> <p>Apply: Children to have pictures sorted into a table showing human feature or physical feature. Tick if it is sorted correctly, cross if it is wrong. Verbally explain why.</p> <p>Deepen: Whole class discussion exploring continuity and change of the human and physical in Broadstone throughout the years *scribe ideas/create whole class flipchart*</p>	<p>Sticky Knowledge: Children will know the difference between ariel, road, population and tourist maps. They will know how each map shows different information. They will understand that a key is a list of symbols that appear on a map and how it works.</p> <p>Task:</p> <p>Practice: Compare and discuss different maps of Broadstone (ariel, road, population).</p> <p>Apply: Children will discuss the role of each type of map and match the maps to the definitions "A road map helps us to spot the roads." "A population map tells us how many people live there" "An ariel map is a map from up above."</p> <p>Deepen: Show children a simple ariel map of our school grounds. What is it showing? Is it effective? Why/not? Explain that in our next lesson we will be making our own map of our school to try and improve this one</p>



Key objectives - Maths

Key Performance Indicator

Number and Place Value

- Counts to and across one hundred, forwards and backwards, beginning with zero or one, or from any given number.
- Counts, reads and writes numbers to one
- hundred in numerals; counts in multiples of twos, fives and tens.
- Given a number, identifies one more and one
- less.

Addition and Subtraction

- Represents and uses number bonds and related subtraction facts within 20

Multiplication and Division

none

Fractions (including decimals)

- Recognises, finds and names a half as one of two equal parts of an object, shape or quantity

Measurement

Compares, describes and solves practical problems for:

- lengths and heights; e.g., long/short, longer/shorter, tall/short, double/half.
- mass/weight; e.g., heavy/light, heavier then, lighter than.
- capacity and volume; e.g., full/empty,
- more than, less than, half, half full, quarter.
- time; e.g., quicker, slower, earlier, later. Tells the time to the hour and half past the hour and draws the hands on a clock face to show these times

Properties of shape

Recognises and names common 2-D and 3-D shapes, including:

- 2-D shapes; e.g., rectangles (including squares), circles and triangles.
- 3-D shapes; e.g., cuboids (including cubes), pyramids and spheres.

Maths Subject Overview

Year 1

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Number, Addition and Subtraction:</p> <p>1.1 Comparison of quantities and measures (x3 Teaching points)</p> <p>1.2 Introducing whole and part, part, whole (x4 Teaching points)</p> <p>1.3 Composition of numbers 0-5 (x7 Teaching points)</p> <p>1.4 Composition of numbers 6-10 (x5 Teaching points)</p> <p>Geometry: WR - Recognise and name 2D shapes including rectangles (including squares as a special rectangle), circles, triangles (x2 Teaching points)</p>	<p>Number, Addition and Subtraction:</p> <p>1.5 Additive structures introduction to aggregation and partitioning (x4 Teaching points)</p> <p>1.6 Additive structures introduction to augmentation and reduction (x4 Teaching points)</p> <p>1.7 Addition and subtraction strategies within 10 (Teaching points 1 to 6).</p> <p>Measurement (x3 Teaching points): WR - Sequence events in chronological order using language (before, after, first etc.) WR - Recognise and use language relating to dates (days, weeks, months, years)</p>	<p>Number, Addition and Subtraction:</p> <p>1.8 Composition of numbers multiples of 10 up to 100. teaching points 1, 2 and 3</p> <p>Geometry: WR - 3D shapes (cuboids including cubes, pyramids, and spheres) (x3 Teaching points)</p> <p>Multiplication and division: 2.1 Counting in 10s including unitising and coins (Teaching point 2)</p> <p>Number, Addition and Subtraction: 1.8 Composition of numbers multiples of 10 up to 100. teaching points 4 and 5.</p>	<p>Number, Addition and Subtraction:</p> <p>1.9 Composition of numbers 20-100 (Teaching points 1, 2, 3 and 4).</p> <p>Multiplication and division: 2.1 Counting in 5s including unitising and coins (Teaching point 3)</p> <p>Number, Addition and Subtraction: 1.10 Composition of numbers 11-19 (5 teaching points)</p> <p>Multiplication and division: 2.1 Counting in 2s including unitising and coins (Teaching point 1)</p> <p>Measurement: 2.1 NCETM - Recognise and know the value of different coins and notes (Teaching point 4, 5, 6).</p>	<p>Number, Addition and Subtraction:</p> <p>1.7 Addition and subtraction strategies within 10 (Teaching points 7 to 10).</p> <p>Fractions: 3.1 The part/ whole relationship (Teaching points 1 to 3)</p> <p>WR - Know the names of fractions 'one-half', in relation to a fraction of length, shapes or set of objects (Teaching points 1 to 4)</p> <p>Measures: WR - Tell the time to the hour and half hour (x3 Teaching points)</p> <p>Measures: WR - Measure and begin to record the following: capacity and volume, time (hours, minutes, seconds) Length and height (x3 Teaching points)</p>	<p>Number, Addition and Subtraction:</p> <p>1.9 Composition of numbers 20-100 (1.9) Teaching points 5 and 6</p> <p>Fractions: WR - Know the names of fractions 'one-quarter', in relation to a fraction of length, shapes or set of objects (Teaching points 5 to 8)</p> <p>Geometry: WR - Describe position, direction, and movement including whole, half, quarter and 3-quarter turns (x5 Teaching points)</p> <p>Measures: WR - Measure and begin to record the following: capacity and volume, time (hours, minutes, seconds) Compare, describe and solve practical problems for: length and height mass/ weight capacity and volume time (x7 Teaching points)</p>
<p>5 a day</p>	<p>5 a day</p> <p>Count forwards and backwards to 10 from any given number Partition numbers 1-10 in anyway. Count read and write numbers to 10. 2D shape names</p>	<p>5 a day</p> <p>+/- within 10 Sequence events Days, weeks, months, years Count in 10s. Write multiples of 10 in words. 2D shape names and properties</p>	<p>5 a day</p> <p>+/- within 10 +/u multiple of ten and multiple of ten. Count in 10s. Count amounts up to 100 (not tens) 3D shape names Count in 5s.</p>	<p>5 a day</p> <p>+/- within 10 +/u multiple of ten and multiple of ten. Teens/ tens difference Count amounts up to 100 (including tens) Count in 2s, 5s and 10s. Value of coins 3D shape names</p>	<p>5 a day</p> <p>+/- within 10 +/u multiple of ten and multiple of ten. Half and quarter Half of numbers Doubles of numbers Time O'clock, half past</p>



At Springdale, we understand the importance of building children's confidence with Mathematics. A major part of this is developing their speed and fluency with basic number facts.

In order to achieve this, we (and Max Power!) have constructed a number facts programme called 'Maths Rockstars'. This will work alongside NumBots and TTRockstars which are our online learning platforms.

Maths Rockstars works in 'Challenges', building up their speed and fluency of simple additions before moving onto multiplication and division facts. Children are given a set time to complete their worksheet. The worksheet has three sections:

Name:
Date:



I know these	I can do these		I am learning these									
<table><tr><td>$= 5 + 5$</td></tr><tr><td>$= 7 + 7$</td></tr></table>	$= 5 + 5$	$= 7 + 7$	<table><tr><td>$= 6 \times 10$</td><td>$= 4 \times 10$</td></tr><tr><td>$1 \times 10 =$</td><td>$3 \times 10 =$</td></tr></table>	$= 6 \times 10$	$= 4 \times 10$	$1 \times 10 =$	$3 \times 10 =$	<table><tr><td>$= 100 \div 10$</td><td>$80 \div 10 =$</td></tr><tr><td>$70 \div 10 =$</td><td>$= 40 \div 10$</td></tr></table>	$= 100 \div 10$	$80 \div 10 =$	$70 \div 10 =$	$= 40 \div 10$
$= 5 + 5$												
$= 7 + 7$												
$= 6 \times 10$	$= 4 \times 10$											
$1 \times 10 =$	$3 \times 10 =$											
$= 100 \div 10$	$80 \div 10 =$											
$70 \div 10 =$	$= 40 \div 10$											



Once children have 'mastered' each worksheet, they will progress to the next challenge. 'Mastered' refers to children answering all questions correct in the time frame given. The children have 5 minutes to answer the sheet.

The 'Steps' children need to achieve at the end of each academic year are listed below:

Year 1 – Step 6

Year 2 – Step 12

Year 3 – Step 18

Year 4 – Step 28

Once a child reaches their year group's end level, they will then complete 'Maths Rockstar challenges'. These combine together facts from the previous levels they have completed.

Practice sheets will be sent home to allow children time to rehearse these key facts before being assessed on their progress in school. We strongly recommend that children constantly revise learnt facts, not just the Steps they are on, to ensure retention.

Name:

Date:



I know these		I can do these		I am learning these	
$= 100 \div 10$	$= 60 \div 10$	$6 \times 5 =$	$11 \times 5 =$	$= 50 \div 5$	$20 \div 5 =$
$= 30 \div 10$	$120 \div 10 =$	$1 \times 5 =$	$8 \times 5 =$	$35 \div 5 =$	$60 \div 5 =$
$70 \div 10 =$	$110 \div 10 =$	$= 5 \times 5$	$= 7 \times 5$	$= 15 \div 5$	$25 \div 5 =$
$50 \div 10 =$	$= 10 \div 10$	$9 \times 5 =$	$= 3 \times 5$	$55 \div 5 =$	$30 \div 5 =$
$80 \div 10 =$	$90 \div 10 =$	$= 10 \times 5$	$4 \times 5 =$	$5 \div 5 =$	$= 10 \div 5$
$20 \div 10 =$	$= 40 \div 10$	$2 \times 5 =$	$12 \times 5 =$	$40 \div 5 =$	$45 \div 5 =$

Challenge 10

Some questions have been adapted from Big Maths UK original





Key objectives – Reading

Word reading

- Responds speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- Reads accurately by blending sounds in unfamiliar words

Reads 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 – and/or others, according to the programme used

- Reads aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out word



Comprehension

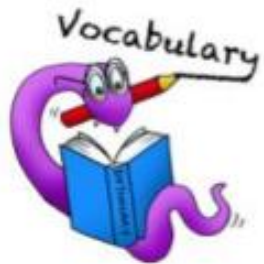
Comprehension

Develops pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- becoming very familiar with key stories, fairy stories and traditional tales.

Understands both the books they can already read accurately and fluently and those they listen to by:

- checking that the text makes sense to them as they read
- as they read, correcting inaccurate reading;
- discussing the significance of the title and events
- predicting what might happen on the basis of what has been read so far.



V



I



P



E



R



S (KS1)

OR



S (KS2)

OUR INTENT:

Our "Learn to Read" books match our children's phonic attainment and our "Love to Read" books foster a love of reading.



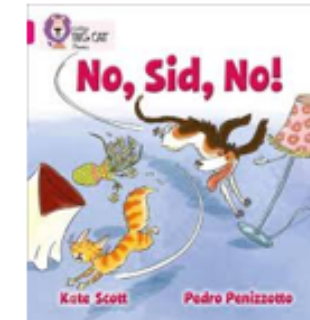
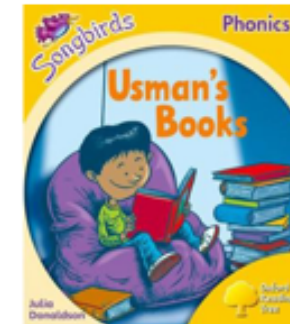
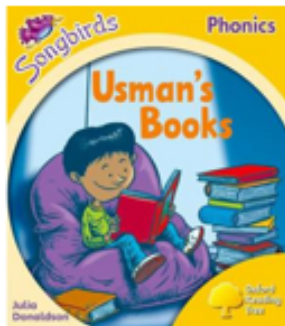
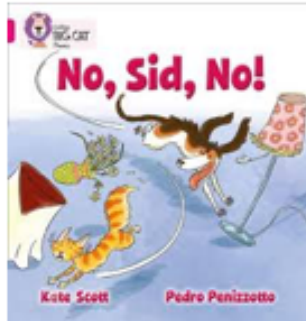
Our books are organised into two distinct categories;

“Learn to Read. Love to Read”



“Learn to Read”

- The progression is colour rather than numbers.
- The books are phonic based allowing children to practise blending – books should be a comfortable read and should only contain sounds the children are secure in
- The books are chosen by the teacher and are changed weekly, based on teacher’s ongoing assessment – varying days
- The books match the phonics sounds being practised and taught in the classroom.



	National Curriculum Level	Working towards Level 1 (RA below 5 yrs)	Working towards Level 1 (RA below 5 yrs)	Working within Level 1 (RA approx just 5 yrs)	Working within Level 1 (RA approx 5 yrs +)	Working within Level 1 (RA approx 5.5 yrs)	Working towards Level 2 (RA approx 6 yrs)	Working towards Level 2 (RA approx 6.5 yrs)	Working within Level 2 (RA approx 7 yrs)	Working within Level 2 (RA approx 7.5 yrs)	Working towards Level 3 (RA approx 8 yrs)	Working towards and just within Level 3 (RA approx 8.5 yrs)	Working within Level 3 (RA approx 9-9.5 yrs)	Working towards Level 4 (RA approx 10 yrs +)	Working towards and within Level 4 (RA approx 10-11 yrs)	Working within Level 4 (RA approx 11 yrs +)
	BOOK BAND	Band 1 Pink	Band 2 Red	Band 3 Yellow	Band 4 Blue	Band 5 Green	Band 6 Orange	Band 7 Turquoise	Band 8 Purple	Band 9 Gold	Band 10 White	Band 11 Lime	Band 12 Brown	Band 13 Grey	Band 14 Dark Blue	Band 15 Dark Pink
Oxford Reading Tree Book band		(ORT 1+)	(ORT 2)	(ORT 3)	(ORT 4)	(ORT 5)	(ORT 6)	(ORT 7)	(ORT 8)	(ORT 9)	(ORT 10)	(ORT 11)	(ORT 10 & 11)	(ORT 12 & 13)	(ORT 13 & 14)	(ORT 15 & 16)
Reception	EXPECTED RANGE			MORE ABLE												
Year 1		NEEDING SUPPORT		EXPECTED RANGE			MORE ABLE									
Year 2					NEEDING SUPPORT		EXPECTED RANGE				MORE ABLE					
Year 3									NEEDING SUPPORT		EXPECTED RANGE		MORE ABLE			
Year 4											NEEDING SUPPORT		Expected	MORE ABLE		
Year 5													NEEDING SUPPORT	EXPECTED RANGE		MORE ABLE
Year 6													NEEDING SUPPORT		EXPECTED RANGE	



“Love to Read”

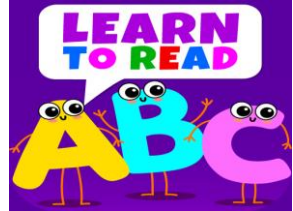


Vocabulary
Infer
Predict
Explain
Retrieve
Summarise



- All of our “Love to Read” books are in our organised book corner.
- Books which are intended to inspire and foster a love of reading
- A book to share as a family, to discuss and enjoy together – the children are unlikely to be able to read these independently at this stage
- Some of the books are made up of our old reading scheme.
- The books are categorised and are labelled with coloured love hearts.
- VIPER SKILLS are practised.
- Children can change these books daily and do not necessarily match their attainment – more like a library book





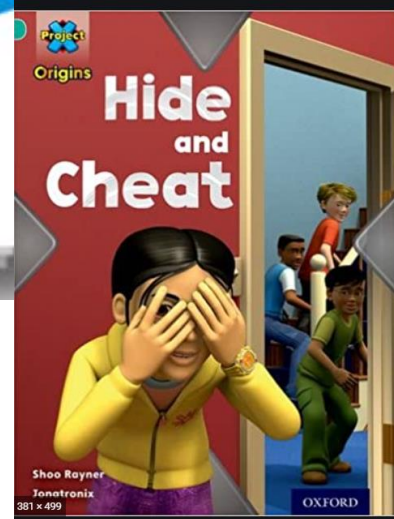
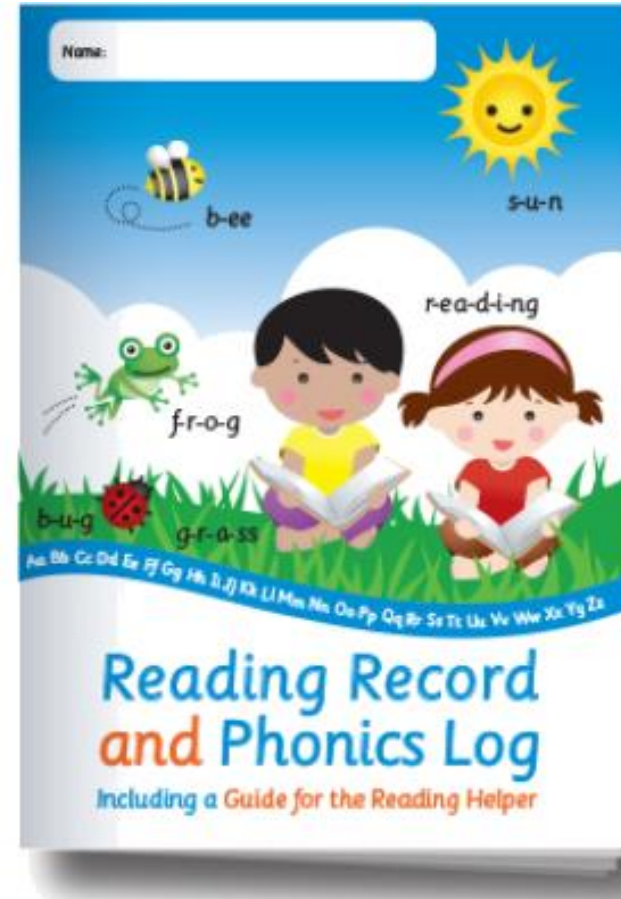
- Our reading books have been re-organised into two new distinctive categories. These are called “Learn to Read, Love to Read”.
- “Love to Read” is to continue to encourage a love of reading, enabling your child to enhance their imagination.
- “Learn to Read” is a reading book that will further support your child’s progress in blending to read fluently and accurately as well as fostering a love of reading. This means that there are small changes to the books that the children will be taking home to read with you.
- “Love to Read” books can be changed daily and will be a variety of genres and levels.
- “Learn to Read” books will be changed weekly and will match your child’s phonic attainment. This is so children have the opportunity to read the phonic book more than once, enabling them to practise their sounds and the skill of blending.

(You may want to talk about the days when books will be changed).

How Can You Help?

Please read with your child as frequently as you can. We advise that you read at least 3 times each week.

There are example pages filled in at the front of each reading record.



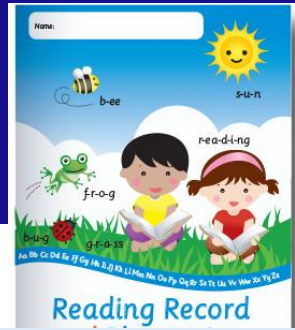
Springdale First School



Well done
for reading
3 times this
week! 😊



Please record
your reading 3
times a week.
Thank you 😊



Reading Comment Examples



Please write comments
about your child's
reading – 3 comments a
week. You will get a
reminder sticker, if we
cannot see the children
have read 3 times.

Sally was able to sound out the word 'sh-i-p' in this book. She spotted the digraph 'sh' and told me it had 3 phonemes in it.

Michael predicted that the wolf was going to hurt the boy because he said 'Wolves are normally bad in stories like the 'The Three Little Pigs'. They hurt people.'

Julia tried really hard with this book. She found it tricky to spot the digraphs within words e.g. sh-or-t. She sounded out each letter individually. She recognised the tricky words, the, to and no.

VIPERS questions you could ask your child whilst reading their Learn to Read and Love to Read books...

Vocabulary



- *What does the word mean?
- *Which word(s) tell you about the...
character setting feeling
- *Find the word in the book that means.....
- *Can you think of a word that means the same as...?



- *How do these words/parts of the book make you feel?
- *How does feel?
- *Why has happened?
- *What was thinking when?
- *Why did the author choose a specific word/phrase?
- *Can you explain why....?



- *From the front cover, what will the book be about?
- *What will happen next?
- *Do you think will happen? Yes? No? Maybe?
- *How might the story end?
- *Can you explain your answer using what you read, heard and saw in the story?



- *What changes from the beginning to the end of the book?
- *Does this book remind you of anything you have read or heard before?
- *Why have the words in the book been arranged like this?



- *How did...?
- *Who had...? Who did...? Who is ...?
- *What happened to/when?
- *What was the problem? How did it get solved?
- *Give one example of






- *What was the first thing that happened in the book?
- *What happened after ...?
- *Can you put the parts of the book in order?
- *Can you draw a story map of the book?



Reading record books

Springdale First School.
Year 1 Reading book mark.



 **Word Reading** 

When reading my book, did I read any of my 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.

If so, which ones did I read accurately and fluently?

When coming across a word I did not know, did I say my sounds and blend them back together?


EG -boat - b - oa - t


Can I read words with more than one syllable? EG - Farmyard


Could I read words with contractions and understand that the apostrophe represents the missing letter?

EG - I'll, I'm, We'll.

Springdale First School.
Year 1 Reading book mark.



 **Reading Comprehension**



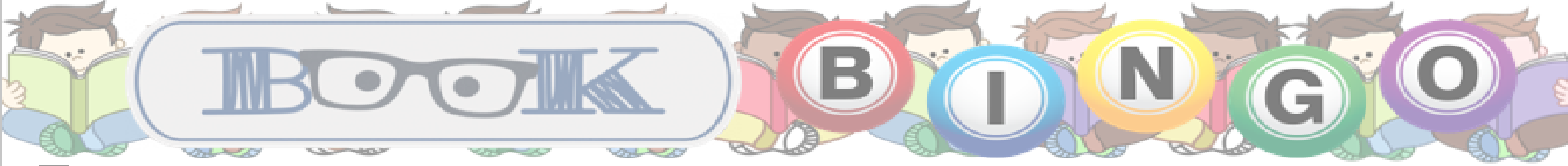
When reading my book, can I answer these questions to help me understand?

- Did I enjoy the book?
- What was my favourite part?
- What sort of books do I like? Story? Non-fiction? Poems?
- Did you learn anything from this book?
- Is this story like any other book you have read?
- What happened in the story?
- What is the book about? How do you know?
- Is there a pattern in the story?
- Can you spot any rhyming words?
- Can you find any words that you do not understand? What do you think they mean? Are there any clues to help us?
- Who are the characters? What are they like? How do you know?

What is it?

- *A whole-school reading system
- *KS1 and KS2 version
- *Aim is to read a variety of text types
- *Read a book for each genre
- *Sign off in Reading Record
- *Reward incentive

The more you read, the more you know...the more chance you have of winning a prize!!!



A fiction book <input type="text"/>	A magazine <input type="text"/>	A book that has one word for the title <input type="text"/>	A non-fiction book <input type="text"/>
A rhyming book <input type="text"/>	A book that my grown-ups enjoy <input type="text"/>	A book that taught me a lesson <input type="text"/>	A book a friend has recommended <input type="text"/>
A book about an animal <input type="text"/>	A traditional tale <input type="text"/>	A book set in a different country <input type="text"/>	A poetry book <input type="text"/>
A library book <input type="text"/>	A book that makes me laugh <input type="text"/>	A series of books <input type="text"/>	A book with a hero and villain <input type="text"/>



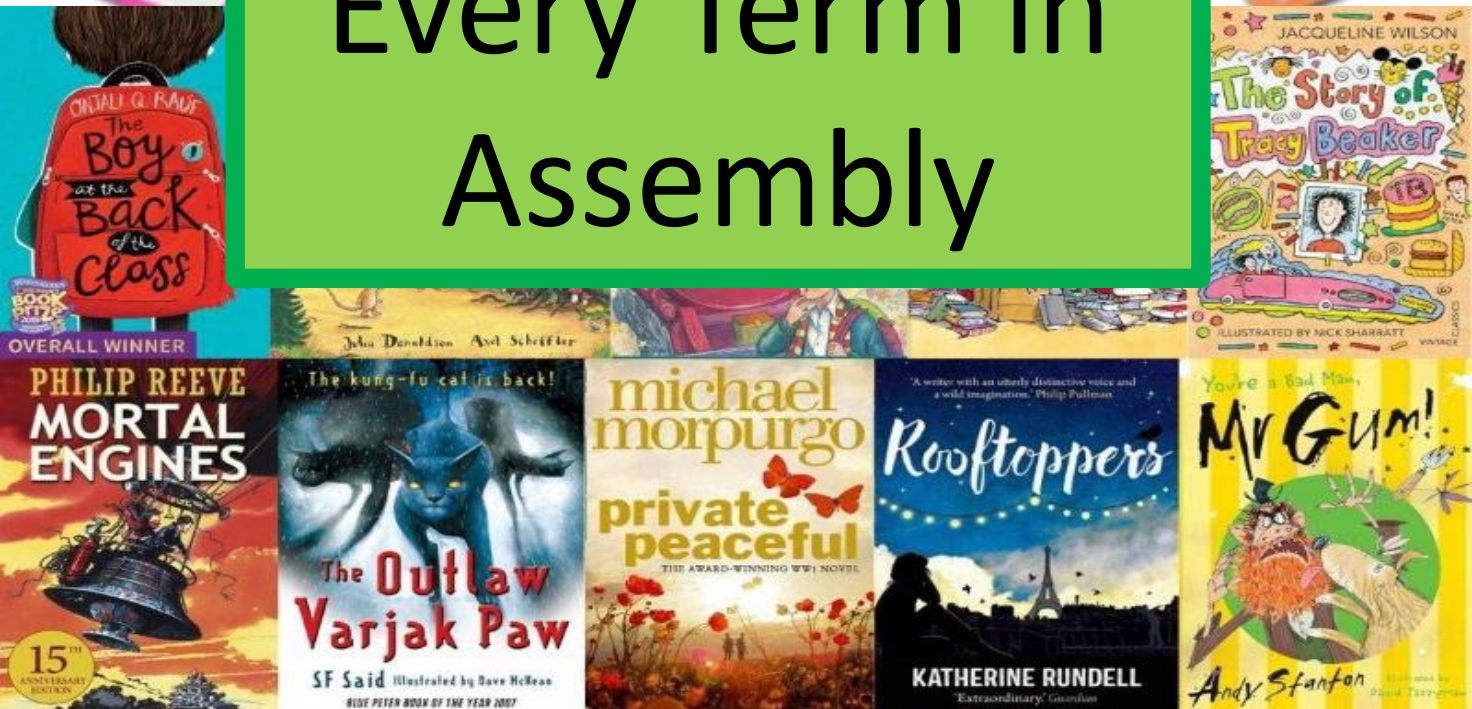
Prize Draw
Every Term in
Assembly

1 line =

Raffle Ticket

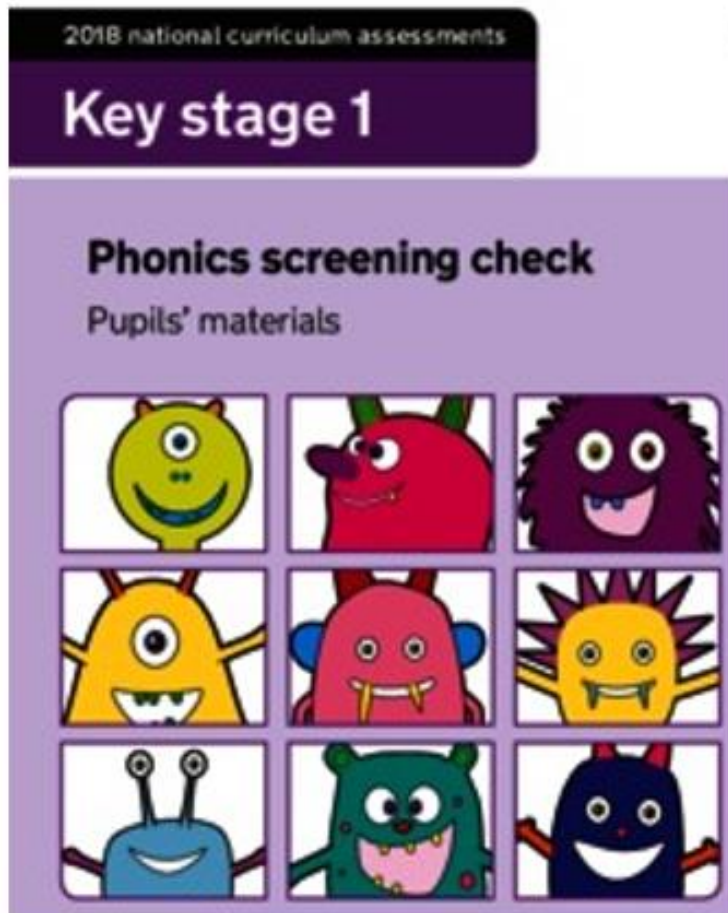
Full House =

5 Raffle Tickets



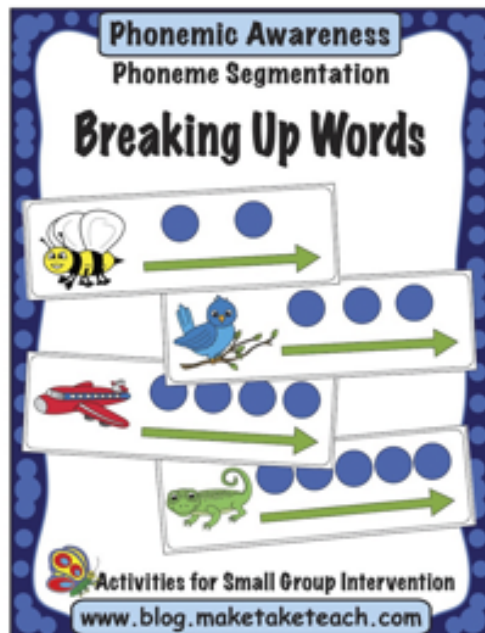
WIN PRIZES!

Phonics Screening



What is phonics?

Phonics = skills of segmentation + Knowledge of the and blending alphabetic code.



Examples of words

day

snemp



slide

blurst



newt

spron
















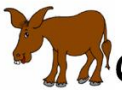





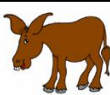








phone


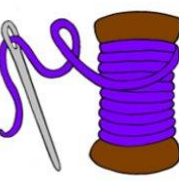

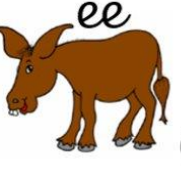



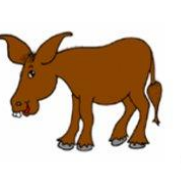

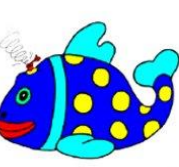

stroft



Sounds learnt in Foundation-Phase 3

 j	 v	 w	 x	 y	 Tricky Words he she we me be was put you they all are my
 z zz	 qu	 ch	 sh	 th	
 th	 ng	 nk	 ai	 ee	
 igh	 oa	 oo	 oo	 ar	
 or	 ur er	 ow	 oi	 ear	
 air	 ure				

Alternate sounds learnt in Year 1-Phase 5

 ai ay a-e	 ow ou	 igh ie i-e	 ee ea ey e-e
 oi oy	 ur er ir	 oo ue ew ou u-e	 or au aw
 w wh	 f ff ph	 oa oe ow o-e	



Statutory assessments

Reception EYFS Baseline

Year One – Phonic Screening

Year Two – SATS

Year Four – Multiplication check.

Writing – key objectives

Key Performance Indicator

Transcription

- Forms lower case letters in the correct direction starting and finishing in the right place
- Forms capital letters
- Spell words containing each of the 40+ phonemes already taught.
- Add prefix and suffix
 - Plural -s -es
 - Prefix un-
 - -ing -ed -er -est
- Spell days of the week.
- Spell compound words.

Spell 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 – and/or others, according to the programme used

Composition

Write short texts that achieve a basic purpose (e.g. recount an event, tell a made up story...)

Sequence sentences into simply structured texts by:

- Using formulaic openings and ending (e.g. Once upon a time, the end)
- Using simple connectives (then, and) to list actions and events in time sequence
- Placing simple steps in the correct order.

Write simple texts that engage the reader by including:

- Some relevant ideas or information
- Some simple descriptive language (colour, size, simple emotions e.g.
- Simple vocabulary that draws on key word knowledge (word banks, high frequency words)

Re-read what they have written to check it makes sense.



Key Objectives

Grammar and Punctuation

Write simple sentences that:

- Are mostly grammatically accurate
- Are sometimes demarked with capital letters and full stops
- Begin to explore the use of exclamation marks, question marks and capital letters for proper nouns.

A child can:

- Sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that have already been learnt;
- Read back words that have been spelt;
- Spell some words in a phonically plausible way, even if sometimes incorrectly;
- Write simple dictated sentences that include words taught so far;
- Demonstrate the skills and processes essential to writing by thinking aloud as they collect ideas, sequence the ideas, draft and re-read to check that the meaning is clear; and
- Recognise sentence boundaries in spoken sentences and use the vocabulary listed in appendix 2 of the nation curriculum document when writing is discussed.

A child is able to form letters correctly and confidently.



How Can You Help?

Spelling sheets will be sent home at the beginning of each half term. They will have all of the spellings your child will need to practice each week.

These will link directly with the phonics sounds they have learnt

Spelling strategies:

Rainbow Write

First write each word in pencil. Then trace over each word three times. Each time you trace, you must use a **DIFFERENT** colour crayon. Trace neatly and you will see a rainbow!

Silly Sentences

Write silly sentences using a spelling word in each sentence. Please underline your spelling words! Write neatly!

Example: My dog wears a blue and purple dress when he takes a bath.

Hidden Words

Draw and color a picture. Hide your spelling words inside your picture.

Show your picture to someone and see if they can find your hidden words!

Backwards Words

Write your spelling words forwards and then backwards. Write neatly!

Example: where erhw

SCRIBBLE SPELLING

Test day: Thursday 27 th <u>April</u>	Test day: Thursday 4 th May	Test day: Thursday 11 th May	Test day: Thursday 18 th May	Test day: Thursday 25 th May
ai	oi/oy	ur/er	ee/en	ou/ow
<u>In the middle</u> rain train sail tail	<u>In the middle</u> coin join boil soil point	<u>In the middle</u> turn burn hurt curl	see feel seem meet	now down <u>how</u> town
<u>At the end</u> play tray stray may	<u>At the end</u> boy toy joy enjoy	<u>At the end</u> flower summer letter teacher	sea seat read treat	out about found proud
what	when	out	said	little



Home / School Agreement.

The School will:

- Care for your child's safety and well-being.
- Be open and welcoming.
- Provide high quality opportunities for each child to achieve their full potential as a valued member of the school community.
- Ensure that the learning environment is stimulating and supportive.
- Celebrate your child's academic and personal achievements.
- Support your child to develop a growth mindset.
- Support your child to develop a positive attitude to one another regardless of gender, race, culture, belief, values, age or need.
- Communicate with you about your child's progress and learning behaviours; celebrating their strengths and explaining how we can further support them at school.
- Provide information to you regarding school, including policies, events, workshops and newsletters.



Home / School Agreement.

The Family will:

- Encourage my child to treat all members of the school with respect and good manners
- Encourage my child in all aspects of learning, value achievements and give praise for all their efforts
- Support my child by reading or discussing books with him/her each evening and support other opportunities for home learning
- Ensure my child attends school regularly, arrives on time and is properly equipped
- Inform the school of the reason for any absence, as soon as possible on the first day of absence
- Make sure my child has a good night's sleep and select age appropriate TV programmes , games and DVDs
- Make sure the school is aware of any additional needs my child may have and any concerns or problems that might affect their behaviour or learning
- Encourage a positive regard to everyone in our community
- Work in partnership with the school to support my child to follow the school Behaviour Policy
- Attend parent consultations, information meetings, Open Evenings and other events where possible.
- Read all information sent home as this gives you important details that will keep you informed.



Your Child will try to:

- Be helpful and caring towards others
- Be polite and respectful
- Be responsible
- Tell a grown up if they have a problem or worry
- Help look after our school, inside and out
- Try their best, by developing a growth mindset
- Behave in a safe way
- Complete their home learning

Please note that, if a child knowingly and willingly does not adhere to the home school agreement, then a conversation reinforcing the reasons why these rules are in place will take place with both the child and the parent.

I have read and understood Springdale First School Home / School Agreement

Teacher’s signature

Child’s signature

Parent’s signature

Learning is Fun!

- We promise!
- Everything we do will be taught in a way your child will engage and enjoy.
- We hope to venture out on some exciting enrichment opportunities to enhance school life.
- This year, we should also be back to a bit of normality with performances, fairs and being able to invite you into school!





Volunteering to help in school.

- Anyone who volunteers in school needs to complete an application form, providing names for references. (This is part of important Safeguarding procedures).
- All volunteers need to complete a DBS check.
- All volunteers must undertake an induction before helping in schools.
- If you would like to volunteer, please ask the office for an application form.



Friends of Springdale PTA



- We raise money to fund school initiatives through activities and events

Previously we have funded interactive whiteboards, the pirate play area and helped with the everyday running of the school

- We provide a social support network for you and provide you with an opportunity to have a say

Being part of the PTA is a good way to connect with other parents and socialise whilst helping the school and the children

- We provide volunteers and opportunities so that you can support your child's learning

Being part of the PTA isn't a full time commitment, any help you can give is gratefully received and ultimately helps your child

How can I get involved?....

And how much time can I commit?

Join the PTA!



- Firstly don't be scared but you are already a member of the PTA simply by having a child at the school. You are welcome to come to meetings and have a say.
- Secondly, having an active role in the PTA is not a full time job. Many of us work full-time or have other commitments. We all have lives away from school and there are lots of ways to get involved. You can only help with one event, or a couple of hours here and there.. FAB please do.
- Core Committee – We are a new PTA and our first AGM is to be held shortly. We are a small team at the moment and welcome anyone who wants to join us. In particular we are looking for someone to fill the roles of secretary and graphic designer.
- Helping at Events/the build up to them – Setting up a stall, manning a stall, serving bacon butties at sports day, selling ice lollies after school in the summer, decorating the hall for an event.
- Corporate matching – Do you work with a company that offers this, and can you give your time to make this happen?
- Business and Services – Do you have your own business, do you offer a service, do you work for a company that could offer something to our fundraisers and events? Every parent has skills to bring (baking, wrapping up gifts, making tea and coffee) and any and all help is gratefully received.

Events and Contacting Us



- Christmas Fair, Movie Nights, Summer Fair, Quiz Night, Disco, Uniform sales, Raffles
- Like and follow us on Facebook
<https://www.facebook.com/FriendsOfSpringdaleSchool>
- E-mail us friendsofspringdalepta@gmail.com



Chair – Tia Hammond
Vice Chair – Mrs Lawrence
Treasurer – Verity Mowat





TREAT FRIDAY

Make lasting friendships & have fun (It's not all work!)

Support the school and raise much needed funds

Learn new skills & share yours

Improve your child's learning

CHRISTMAS FAIR

Not just for mums – dads, grandparents, friends....

FAMILY BINGO

Create lasting memories

QUIZ NIGHT

The kids love the events & they love seeing you helping

PRE LOVED

It's totally flexible
Give whatever time you can spare

Create closer links with the school

SUMMER FAIR

**THURSDAY
21ST SEPTEMBER
FROM 7.45PM**

JOIN US FOR A DRINK, NIBBLES AND CHAT
ABOUT EVENTS
FOR THE SCHOOL YEAR
MESSAGE ON FB OR EMAIL
OR TEXT TIA ON 07368171240
FOR HER ADDRESS

**FOLLOW & LIKE US ON FACEBOOK
FRIENDS OF SPRINGDALE SCHOOL**

friendsofspringdalepta@gmail.com

Online Safety

Talking to Your Child about Online Safety

Online life and offline life is just life

For many of us, we see our online lives and offline lives as different, but children are growing up with technology and the internet and for them there isn't a difference; online life and offline life is just life.

Technology can move at an extraordinarily fast pace and it can be difficult to know how to start talking to your child about what they're doing online, who they might be speaking to or discussing the potential risks and issues.

Children in Year 1 are beginning to explore their online world . They are becoming more adept at clicking on links to watch programs, finding apps that they want to use or playing games online. Children are not scared of the technology, it's been part of their lives throughout their early years!

Children access content on devices in lots of ways , smart T.V's , parents' phones , tablets, games consoles and laptops to name a few.

It is easy to think that you have set parental controls on your devices so that they cannot access inappropriate content but no controls are 100% effective and when they go to a friend's house or family member do they have the same controls in place?

Educating children on how to deal with inappropriate content and on staying safe online is absolutely vital. In school children receive regular lessons and discussions on online safety, but it is really important that this is also echoed at home.

Starting the conversation

Talking regularly with your child and being aware of their online life is the greatest tool to help keep them safe online. Talking regularly and making it part of daily conversation, like you would about their day at school, will help your child feel relaxed. It also means when they do have any worries, they're more likely to come and speak to you.

It can be easy to become overwhelmed with the different technology, the language that children use, the huge number of games and apps which are available and the potential risks but there are things that you can do ...

Next steps to take

- Are parental controls in place?
 - Are the games and apps they're using appropriate to their age? Have a conversation and agree some rules with your child about what games and apps they're allowed to use. While there are risks with most online platforms, we'd recommend only letting your child use apps that have privacy settings and a 'report and block' feature.
 - Do you know about the safety and privacy features of the apps they're using? Such as:
 - Privacy settings. Are their accounts public or private?
 - Can you turn features off, such as chat and in-app purchases?
 - Do you know how to report and block?
 - Using Youtube kids is good , but remember it is for up to age 13 , so lots of content is still not suitable for younger children.
- If you want to check the age rating for an app/game/program use [Common Sense Media: Age-Based Media Reviews for Families](#)

If you need any help or advice there are lots of places to go –

www.nspcc.org.uk/keeping-children-safe/online-safety

Childnet — Online safety for young people

CEOP Education (thinkuknow.co.uk)

Common Sense Media: Age-Based Media Reviews for Families |

Own It - A place to help you boss your life online - Own It – BBC

You are also welcome to email the school office if you have any issues with online safety at home and they will forward the message to the school IT Manager/Digital Well Being Champion who will endeavour to help.



Any Questions?