



Supporting Transition into Year 1



Welcome to Year 1!



Mrs F Ogden,

Year 1 Teacher

We are very much looking forward to welcoming your child in September and we have an exciting year ahead, filled with incredible learning opportunities, adventures and fun challenges.

Reading, Writing and Mathematics are key subjects that the children will continue to learn. Through a progressive learning curriculum children will also develop rich knowledge and understanding in R.E, Science, Geography, History, Art and Design Technology, Computing, Music and P.E.

Learning in Year 1 will be structured in a similar way to Reception. Children will have access to a wide range of opportunities to learn through play and investigation and will also undertake directed learning in the form of adult-led tasks, either as a whole class or in small groups. Throughout the year, we hope that they will also have the opportunity to enhance their learning through themed learning days and school trips.

We want every child in Year 1 to feel happy, confident and engaged in their learning. In this way, they will be able to reach their full potential both academically and socially. A strong partnership between school and home is vital in helping us to achieve this and we look forward to working with you and your children in the coming year.



Mrs C Hardisty,

Year 1 Teacher



Mrs S Hayes,

Teacher Assistant

MATHEMATICS IN YEAR 1

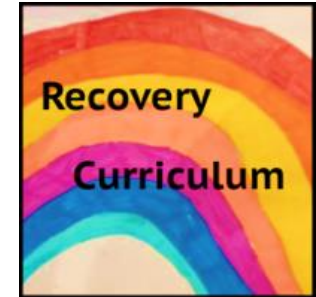
ADDITION & SUBTRACTION	NUMBER & PLACE VALUE	FRACTIONS, DECIMALS & PERCENTAGES	MULTIPLICATION & DIVISION	MEASURES	GEOOMETRY	POSITION, DIRECTION & MOTION
<p>I can recall and use number bonds and related subtraction facts within 20.</p> <p>I can read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs.</p> <p>I can add and subtract one-digit and two-digit numbers within 30.</p> <p>I can solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$.</p>	<p>I can count to and across 100, forwards beginning with 0 or 1, or from any given number.</p> <p>I can count to and across 100, backwards beginning with 0 or 1, or from any given number.</p> <p>I can count, read and write numbers to 100 in numerals.</p> <p>I can count in multiples of twos, fives and tens.</p> <p>I can identify one more and one less given any number up to 100.</p> <p>I can count in twos, fives and tens from different multiples.</p> <p>I can use the place value of each digit to order numbers to 100.</p> <p>I can read and write numbers from 1 to 20 in numerals and words.</p>	<p>I can find and name a half and understand it is one of two equal parts of an object, shape or quantity.</p> <p>I can find and name a quarter and understand it is one of four equal parts of an object, shape or quantity.</p>	<p>I can show doubling and halving practically to 20.</p> <p>I can recognise odd and even numbers to 20.</p> <p>I can solve one-step problems involving grouping and sharing using concrete objects, pictorial representations or arrays.</p>	<p>I can recognise and use language relating to dates, including days of the week, weeks, months and years.</p> <p>I can tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p> <p>I can measure and begin to record the following: lengths and heights, mass/weight, capacity and volume, time.</p> <p>I can recognise know the value of different coins and notes.</p> <p>I can recognise and use the symbols for £ and p and can combine amounts to make small values.</p> <p>I can compare, describe and solve practical problems for lengths and heights, mass/weight, capacity and volume and time.</p> <p>I can sequence events in chronological order using appropriate language.</p> <p>I know there are 7 days in a week and can name the day before or after a given day.</p>	<p>I can recognise and name common 2-D shapes.</p> <p>I can recognise and name common 3D shapes.</p>	<p>I can describe position, direction and movement, including whole, half, quarter and three-quarter turns</p>

ENGLISH IN YEAR 1

GRAMMAR	PUNCTUATION	SPELLING	READING	WRITING
<p>I can use adjectives to make my writing interesting.</p> <p>I can write sentences using most regular past tense verbs and some irregular verbs correctly.</p>	<p>I can use capital letters for pronoun 'I'.</p> <p>I can punctuate many of my sentences using a capital letter at the start.</p> <p>I can use capital letters for people and places.</p> <p>I can punctuate many of my sentences using a full stop at the end.</p> <p>I can punctuate a sentence using a question mark or exclamation mark.</p>	<p>I can spell most Year 1 key words correctly in my writing.</p> <p>I can write plausible letters for each of the different sounds in longer words.</p> <p>I can use taught spelling rules.</p>	<p>I can read all the phase 2, 3 and 5 sounds.</p> <p>I can use the sounds I know to read two or more syllable words.</p> <p>I can use my sounds to read words including those that end with s, es, ing, ed, er and est.</p> <p>I can read the tricky words from phases 2-5.</p> <p>I can read the decodable words from phases 2-5.</p> <p>I can use my phonic skills and the sight words I know to read my books aloud.</p> <p>I can use words I know to help understand new words.</p> <p>I can re-tell a story, including key features, in the correct order.</p> <p>I can find information from the text or pictures to answer questions.</p> <p>I can use the pictures and text to explain how a character could be feeling.</p> <p>I can find clues from the pictures and words, to explain what I think could be happening.</p>	<p>I can write a sequence of sentences about real experiences or events that flow and are meaningful.</p> <p>I can use 'and' to join words and sentences.</p> <p>I can write letters that are orientated correctly, including entrance and exit strokes.</p> <p>I can leave spaces between words.</p> <p>I can find a mistake in my writing.</p>

RECOVERY CURRICULUM

Last year in reception you have spent nearly half of your time learning at home. We know that many of you have done a fantastic job and we are thankful for this. Some of this class have been to school as children of key workers but now as we look to return as a class and as a school we must make sure our recovery curriculum helps the children to succeed. They must achieve mental health and well-being before we can tackle the academic world.



At Marton Manor we have put the child's well-being at the centre of our thinking. As we begin to return to school we acknowledge that the children will have had different experiences during this time. However, the common thread running through all is the loss of routine, structure, friendship, opportunity and freedom. These losses can trigger anxiety in any child. Some of you may have experienced this with your own children.

We know that an anxious child is not in a place to learn effectively. So with this in mind, the school has thought about the most effective way to support your child's ability to learn. This approach will encompass and support the academic expectations for your child.

What is it? Professor Barry Carpenter has developed the Recovery Curriculum, as a response to the losses described above. It is a way for schools to help children come back into school life, acknowledging the experiences the children have had. We want children to be happy, feel safe and able to be engaged in their learning. We have decided that a way to achieve this for the children is to acknowledge the importance of helping them lever back into school life.



SCHOOL HOURS

Your child should be at school promptly to organise their school bags have a few minutes to greet their friends and prepare themselves for learning.

In Year 1, students participate in learning activities as soon as the school day begins so it is therefore imperative that they are punctual. If children arrive at school after their start time, please ensure that they come to the Main Office to be registered before joining their class. Please remember that punctuality encourages a positive attitude and really helps your child's progress.

All children should be collected by an adult unless you have told the school otherwise.

Start of day			Home time		
N AM	8.30	Front gate (EYFS door)	N AM	11:30	Front gate (EYFS door)
N PM	12:30		N PM	3:30	
Reception	8.40	Front gate (EYFS playground)	Reception	3.05	Front gate (EYFS playground)
Y1	8.45	Front gate (Y1 door)	Y1	3.10	Front gate (Y1 door)
Y2	8.40	KS1 yard (KS1 door)	Y2	3.05	KS1 yard (KS1 door)
Y3	8.50	KS2 yard (KS2 door)	Y3	3.15	KS2 yard (KS2 door)
Y4	8.50	KS1 yard (Y4 door)	Y4	3.15	KS1 yard (Y4 door)
Y5	8.45	KS2 yard (Y5 door)	Y5	3.10	KS2 yard (Y5 door)
Y6	8.40	KS2 yard (KS2 door)	Y6	3.05	KS2 yard (KS2 door)
S.B.	8.50	Front gate (Front entrance)	S.B.	3.15	Front gate (Front entrance)

UNIFORM

Details about the correct school uniform requirements are set out on the school website. Click www.martonmanorprimary.co.uk/school-uniform/

Please remember to label everything including shoes, coats, hats and gloves and show your child where the label is. Shoulder length or longer hair should be tied up and this should be in hair accessories only in the school colours. In year 1, shoes should have Velcro fastenings.



PE KIT

Correct uniform must be worn for physical education sessions. Students should bring their P.E. kit at the beginning of each week and take it home at the end of the week for cleaning. Details about the correct school uniform requirements are set out on the school website. Additionally, children are welcome to wear tracksuits, sweatshirts and jogging bottoms when P.E. is taking place outside, especially during late Autumn/ early Spring. Over the summer, it would be great to practice getting dressed into school clothes in 10 minutes or less and out of school clothes in 10 minutes or less. This helps us make the most of our PE lesson time.

EQUIPMENT

The School provides students with pencils, crayons, books and stationery. Parents are asked to provide: A named school bag which fits on a hook/peg. They must bring their reading book to school every day. Please ensure all items are clearly labelled. We do not check the children's bags so please give letters to your children to bring in and put in the 'letter box' in class.

COMMUNICATION

We use 4 platforms to communicate with our parent community:

School Website: Our school website contains information regarding important dates, events and special days relating to our school.



School Gateway: This online communication tool can be used to pay for KS2 school dinners or educational visits your child may take part in during their time at Marton Manor.



Social Media: At Marton Manor we use both Twitter and Facebook to regularly update our parents and wider community about special events, trips and experiences that our children receive during their time here.



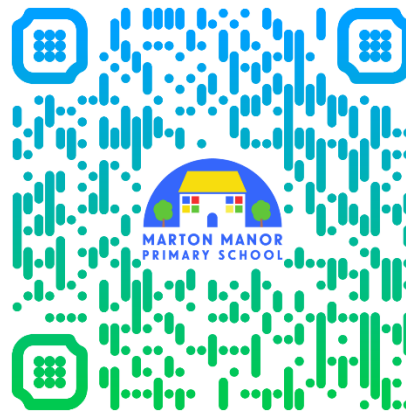
Text Messages: We will send a text message to relay important information about cancellation of clubs, important events and reminders. Make sure the school office have your up to date contact details.

PARENT TEACHER MEETINGS

Parents are encouraged to make appointments with the teachers to discuss any concerns as they arise. In addition to the ongoing contact with class teachers that we encourage, we have a number of formalised times for parents and teachers to discuss progress and set targets.

There are two parents' evenings throughout the year. A written report will also be sent to parents during the Summer term.

Should you have any concerns, do not hesitate to contact your child's class teacher to make an appointment at a convenient time. mryear1@martonmanorprimary.co.uk



Please complete the survey to give us some important feedback on your experience with the home learning we have provided during lockdown. Click the link below or scan the QR Code above.

<https://www.surveymonkey.co.uk/r/KHR3WKF>