

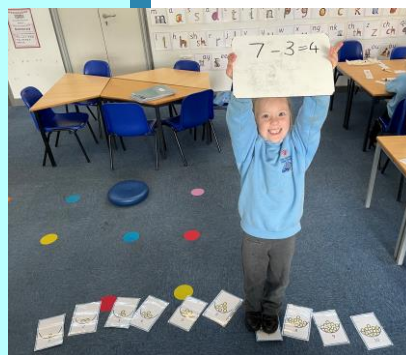


# Parent Transition Meeting Year 1

# Our Curriculum – Autumn Term

## Autumn One

- Geography - Coasts
- Science - Materials
- DT – Shoebox Stories
- RE – Christian Creation
- Music – Ourselves and Number
- PE – Football
- Fitness - Circuits
- PD – Me and My Relationships
- Computing – Logging on and typing



## Autumn Two

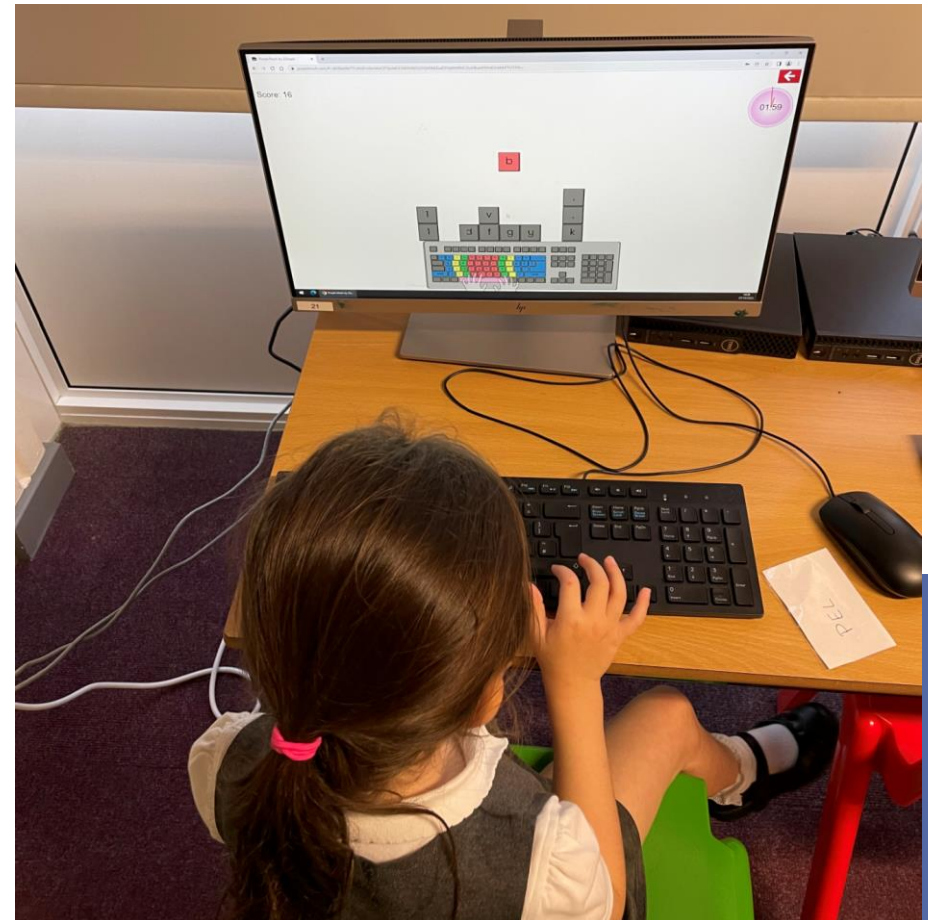
- Geography – Map Makers
- Science - Seasons
- DT – Christmas Decorations
- RE – Nativity
- Music – Machines and Seasons
- PE – Gymnastics
- Fitness - Skipping
- PD – Valuing Difference
- Computing – Grouping and sorting and pictograms





**DT – Salt dough Christmas decoration**

## Computing – Logging on and typing



# Our Curriculum – Spring Term

## Spring One

- History – Man on the moon
- Science - Humans
- Art – Peter Thorpe/Nicola Stott art work
- RE – Patron Saints
- Music – Story time and our bodies
- PE – Space Dance
- Fitness - Yoga
- PD – Keeping Myself Safe
- Computing – Lego Builders



## Spring Two

- History - Smuggling
- Science – Plants
- Art – Beach Hangings
- RE – Easter Story
- Music – Our School and Patterns
- PE – Tennis
- Fitness - Dodgeball
- PD – Rights and Responsibilities
- Computing – Maze Explorers and Spreadsheets

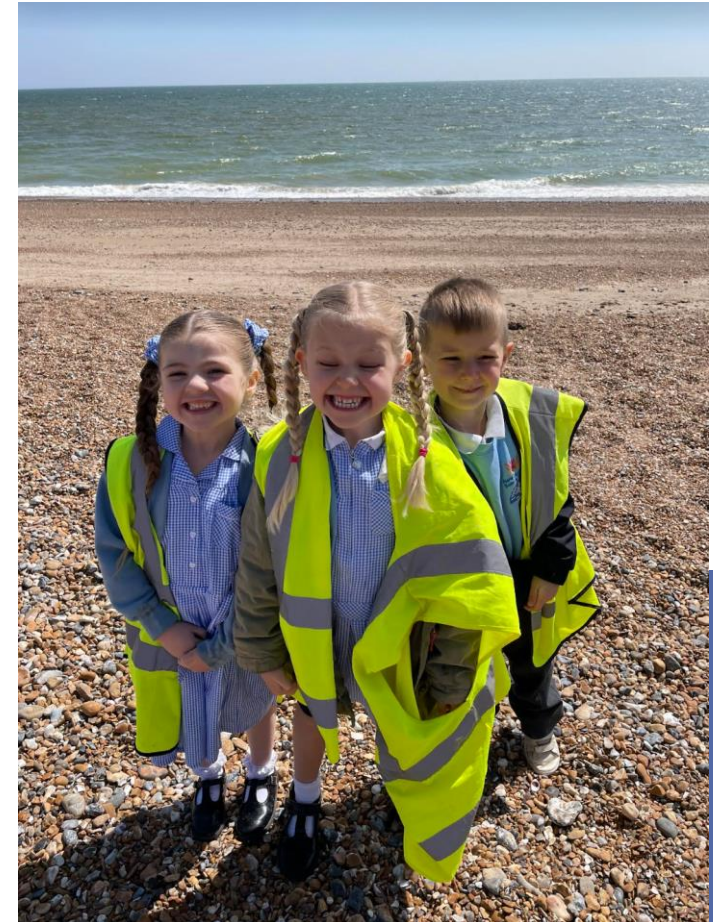




**Spring One – Science Dome**



## **Spring Two – Smuggling/Beach Hangings**



# Our Curriculum – Summer Term

## Summer One

- History – Castles
- Science - Animals
- Art – Coats of Arms and Totem Poles
- RE – Recipe for Kindness
- Music – Animals and Weather
- PE – Athletics
- Fitness – Active Hour
- PD – Being my Best
- Computing – Animal Stories



## Summer Two

- Geography – Journey of Food
- Science – Revision
- DT – Salad Making
- RE – Bible Stories
- Music – Travel and Water
- PE – Football Rounders
- Fitness – Dance Fitness
- PD – Growing and Changing
- Computing – Coding

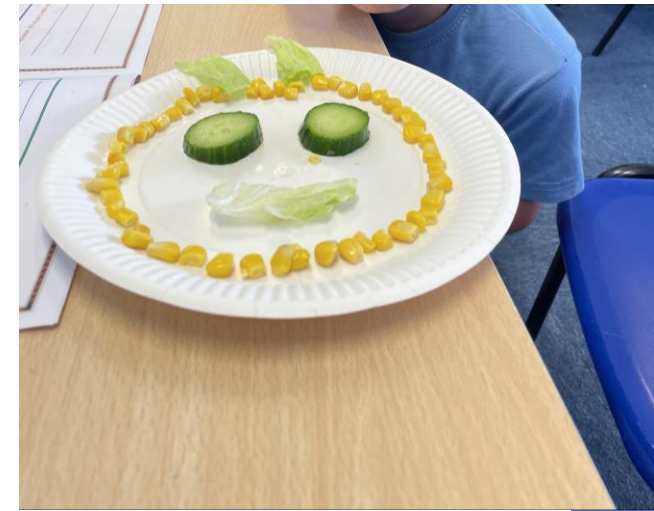




**Summer One – Arundel Castle**



## **Summer Two – DT – Salad Making**

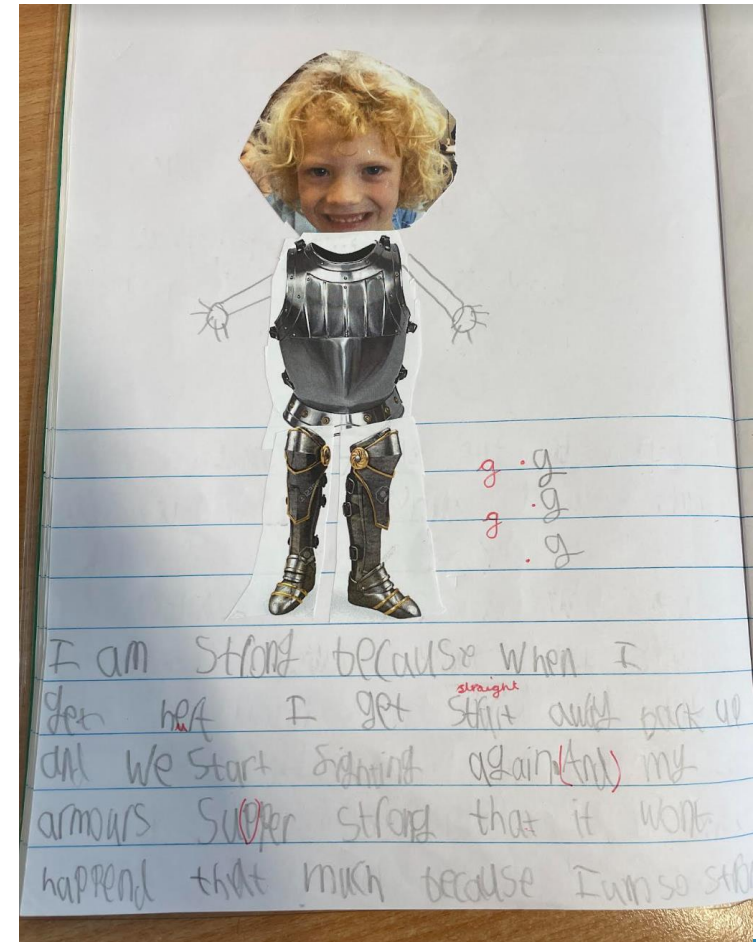


# Learning Expectations - English

During the Autumn term, the children experience a similar free flow of activities during English lessons as they experience in EYFS.

This includes being able to access our classroom book corners, writing areas and small world role play.

The children work in focus groups with their class teacher and begin to record more independently in their work books throughout the year.



# Learning Expectations - Maths



During the Autumn term, we look to reinforce what has been taught in EYFS and begin to develop their mathematical knowledge of calculations, shape, measure and time.

In maths lessons, the children begin by exploring number and place value.

They are able to access a range of maths equipment to support them and are provided with activities inside and outside the classroom.



# RWI and Reading



## Reading at home

Reading and phonics is incredibly important in Year 1 and we work to continue to establish children's love of reading.

At home, your child should be reading their RWI book and book bag book **daily**. Please ensure that this is recorded in their reading record at least 3 times a week.

In Year 1, your child will continue on the RWI programme and will be in a group with children of their phonics ability.

Book bag books, RWI books and library books will be sent home weekly.

Sound of the week homework will also be given out to be read at home.

Dear Fay,

There was such a big delay when I went on holiday to Norway. My ticket was for Saturday but I had to wait until Sunday.

I checked the flight on the display and it said 'DELAYED' in big, red letters. I had to stay in the airport overnight so I lay across some chairs and played with my crayons.

Sway Airways felt bad for the delay and said I did not need to pay and I got a free tray of food on the way to Norway.

Did you have a good birthday yesterday?

From Shay



Fay Brayton,  
7 Lime Street,  
York,  
Yorkshire,  
YL2 P98

# Phonics Screening Check 2024

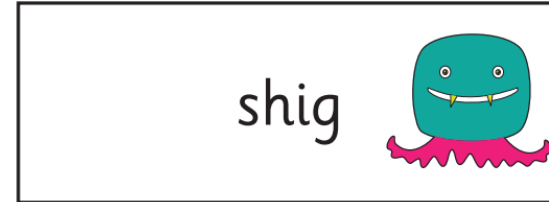
All children in Year 1 will take part in a Phonics Screening Check during the **week beginning 9<sup>th</sup> June 2024**.

The Phonics Screening Check contains 40 words.

Each child will sit, one to one, and read each word aloud to a teacher.

The check will take approximately 10 minutes per child; although all children are different and will complete the check at their own pace.

The list of words the children read is a combination of 20 real words and 20 pseudo words (nonsense words)



# Reminders

- Holiday and Inset days
- Making appointments with staff
- Lunch and snack pots at break
- Water bottles
- Jewellery
- Homework Commitments from September...
  - reading & reading records
  - spelling logs – must be initialled
  - timetables – Rock Stars
  - curriculum tasks
- Swearing and use of phones
- Bikes and scooters – helmets and storage
- Parking-including staff car park
- Drop off changes in September:
  - Year 4, 5 & 6 to walk in alone from the gates.



# Reception Gate

Please be aware that from September the gate at the very front of the school will be used by our Reception children only. This has always been the case prior to Covid.

Starting school is a daunting time and having an entrance and exit that is calm and dedicated to your year group, in order to meet your teacher each morning, is the best way to start school for our youngest pupils.

Year 1 families can enter the Reception playground for pick up and drops off, but must use alternative gates.



# Promoting healthy technology use.

## Parent Guidelines:


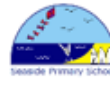
- **Talking to your child.** Explain why you are setting parental controls; to keep them safe. But also let them know that they can talk to you to discuss why certain settings are in place.
- **Set good, strong passwords where you are able.** On some parental controls you can set a password which prevents settings and features from being changed.
- **Age is a significant factor;** as children get older, restrictions and controls you use will change, but only at a pace that is appropriate for your child, not pressure from your child, “because everyone else is allowed”.
- **Content filters are never 100% effective.** It is likely at some point that your child will see inappropriate or upsetting content and it is important that you are able to talk to them about this.
- **Protect bedtime.** Studies show that using digital media at night can interfere with sleep quality. Restrict the use of phones, tablets and computers for at least 30 minutes before bed. Make time to read together.



# Effort Grade Reports

- Every half term your child will be sent home with an effort grade for - Reading, writing, maths and the general curriculum.
- This will be decided by their class teacher and records will be kept to monitor progress.

**Half Term Effort Grades DREAMS - Diligence**

   
New Horizons Academy Trust Seaside Primary School

Name \_\_\_\_\_ Date \_\_\_\_\_

A – I try hard all the time.  
B – I try hard most of the time. C – I need to try harder.

Reading	Writing	Maths	Curriculum
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



New Horizons  
Academy Trust

Seaside Primary School



# Uniform

- Grey/Black Trousers/Skirt/ Shorts
- Blue NHAT Seaside Jumper/Cardigan
- Blue & White Gingham Summer dress
- White Polo Shirt
- Black Shoes – not trainers
- White, black or grey socks/tights
- Remember to label the uniform with our Stikins Label Company!





# PE Kit

- Pale blue NHAT Seaside t-shirt
  - **BLACK** bottoms – shorts, leggings, tracksuit bottoms. If branded, must still be black.
  - Trainers/plimsolls for sports not fashion
  - **NHAT** Seaside zip jumper – darker blue.
- Days for PE – your teacher will let you know these in advance.
- **Kit to only be worn on PE DAYS and fixtures not for after school activity clubs.**



# Home School Agreement

## What is a Home-School Agreement?

A Home-School Agreement is a statement explaining:

- the school's aims
- the school's responsibilities towards its pupils
- the responsibility of each pupil's parents
- what the school expects of its pupils.

This is a simple agreement between the school, pupil and parent which outlines effective ways in which we can agree to work together to foster and maintain respectful and proactive relationships as your child moves through school.

- **Handout to read and share with your child at home.**
- **ParentMail Form to complete**

