



# Welcome to Year One

Thursday 26<sup>th</sup> September 2024



## Safeguarding and Prevent Leads



Emma Fenn  
Designated  
Safeguarding  
Lead



Amanda Bowran  
Deputy DSL



Tracey Couch  
Deputy DSL  
Prevent Lead



Louise McLellan  
Deputy DSL



Jenny North  
Deputy DSL  
SENCo  
Mental Health Lead



Daisy Ambler  
Designated Teacher for Children Looked After



Georgia McNamara  
Online Safety Lead



# Redbourn Primary School Governance

One of the most important duties that a governing board fulfils is to ensure that their school or trust is creating safe environments for pupils through robust safeguarding practices. Governing boards fulfil their safeguarding duties by providing strategic leadership that supports an overarching culture of safeguarding in the school/ trust and checking that the culture has become embedded.



Cara Brazier  
Chair Of Governors



Sarah Moriarty  
Safeguarding Link Governor



Robin Slatter  
Vice Chair of Governors



# Safeguarding



Your child's safety is our number one priority. Please support us with this by:

- Making sure your child is at school, on time, unless they are unwell.
- Letting the school office know each morning your child is off or responding to messages from the office.
- Letting us know if someone different is collecting your child.
- Not using your mobile phone on the school site at drop off and pick up. Use in assemblies or at events will be at Miss Fenn's discretion.
- Ensuring your child has no nuts in their snack or lunch (including ones for after school clubs).
- If you, or your child, sees or hears something that worries you, please tell one of the safeguarding leads.
- Making sure your child walks alongside their bike/scooter on the school site.
- School equipment should not be played with/used before or after school by any child (including younger siblings).



# Year 1

Beech



Mrs Gifford



Mrs Spencer



Mrs McLellan



Mrs Hare



Mr Stevenson



Mrs Percy



Mrs Antoniou



Mrs Hudson



Mrs Faulkner

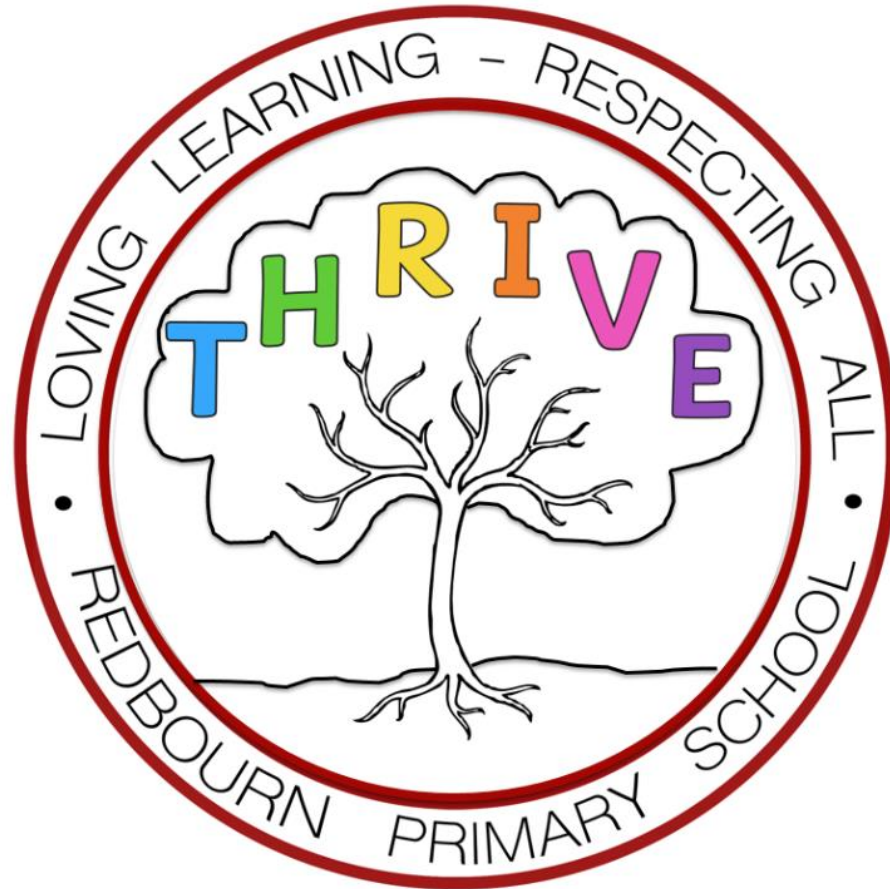


Mrs Henderson



Mrs Stein





- T** - Team
- H** - Healthy
- R** - Responsible
- I** - Innovative
- V** - Valued
- E** - Empathetic



# What do children need in school?

- ❖ A named PE kit – indoor and outdoor. These will be sent home every Friday for washing and should come in every Monday

All children are expected to participate in PE lessons. A written note/email must be given to the class teacher if they are unable to take part for some reason

- ❖ All hair past shoulder length must be tied up daily
- ❖ Stud earrings removed or taped up on PE days. No other jewellery worn to school
- ❖ Water bottle (not squash or flavoured water)
- ❖ Reading book & record even if not read
- ❖ Clothing appropriate to the weather
- ❖ KS2- a healthy snack for break time. Fruit or vegetables only

# Online Safety

EYFS

KS1 / 2

- ➡ Only use a computer when an adult is nearby.
- ➡ Tell an adult straight away if you see something that upsets you.
- ➡ Never talk to anyone online without an adult with you.
- ➡ Never send anyone your picture.
- ➡ Never tell anyone personal information about yourself, like your address or school name.
- ➡ Never tell anyone your password.



## Apps and Devices

- TikTok, Instagram etc 13+
- Fortnite 12+
- Hogwarts Legacy 12+
- Monitor WhatsApp use
- No devices in room overnight
- Only chat online to people you know in person



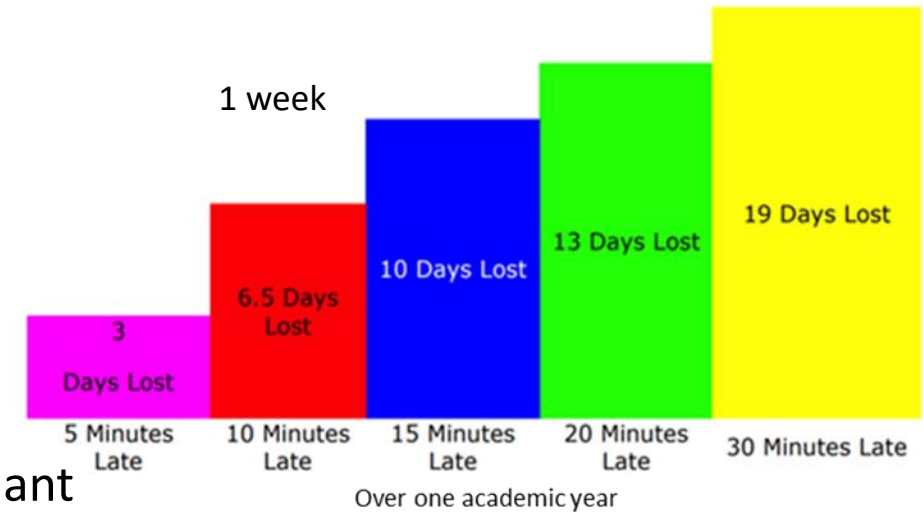
# Key Reminders

- It is essential your children arrive at school on time.
- Doors close at 8:55am.
- Wearing the correct uniform is non-negotiable.
- If you are unsure, please check with your child's class teacher.
- We have the highest expectations of behaviour. We celebrate brilliant role models and fantastic behaviour choices through individual praise, house points, class marble jars and star of the week certificates.

We like to have clear channels of communication with parents. You can expect a phone call from your child's class teacher if your child has made a poor behaviour choice. Members of the Senior Leadership Team will be involved if poor choices persist to support all.

## Every Minute Counts

If you arrive late to school everyday your learning begins to suffer. Below is a graph showing how being late to school everyday over a school year adds up to lost learning time.



# Attendance

- Every session missed is a missed learning opportunity and a missed chance to interact with friends and feel part of the class.
- Lessons are planned in a sequence. Each lesson builds on the knowledge and skills of the session before. Being there for every session means no holes/gaps in knowledge.
- It is more comfortable and stress-free if you're not feeling like you're playing catch-up. Children feel part of friendship groups and at home with group work when not wondering what they missed. Children learn well when they're not scrabbling to fill gaps in their knowledge while new learning is going on.
- We know illnesses and appointments happen.
  - For appointments: Fill in an absence request form. Please let us know with as much notice as possible, with a copy/photo of appointment letters.
  - For illness: call or email the office before 9:15 on day of illness with details of the reason for absence.
- Please stay in touch for any issues affecting attendance, be those physical/mental health/transport etc. We would like to work with and support any barriers to attending school. If unauthorised sessions are growing, we'll ask you in for a meeting to discuss support.
- The rules for when we consider a Fixed Penalty Notice (FPN) changed at the end of August. After 10 sessions (5 days) of **unauthorised** absence, an FPN can be issued. These sessions are counted over a 10 week rolling period.



# Learning in Year One

Newsletter and curriculum maps have outlined the topics that are covered during this term (Friday 13<sup>th</sup> September)

**Science –The Human Body, Seasonal Changes, Materials**

**Geography- Weather. What is the geography of where I live? Comparing places around the world.**

**History – How do our favourite toys and games compare with those of children in the 1960s? History Makers, History of my local area**

**Trips – Autumn Term – History of Toys Workshop (14<sup>th</sup> October) Spring  
- Local Walk Summer Term – Hertfordshire Zoo**



# Learning in Year One

Art- observational drawings, line and texture, paper sculptures

Design Technology – food technology, moving storybook, windmills

RE- Christianity, including Creation Story and Easter story, Judaism including Shabbat

PE – Games running/jumping, ball skills with feet, hands and equipment

Gymnastics- big, small, wide, narrow and linking movements

Dance – sequencing movements, working with a partner





# English

We are following the Literacy Tree planning platform.

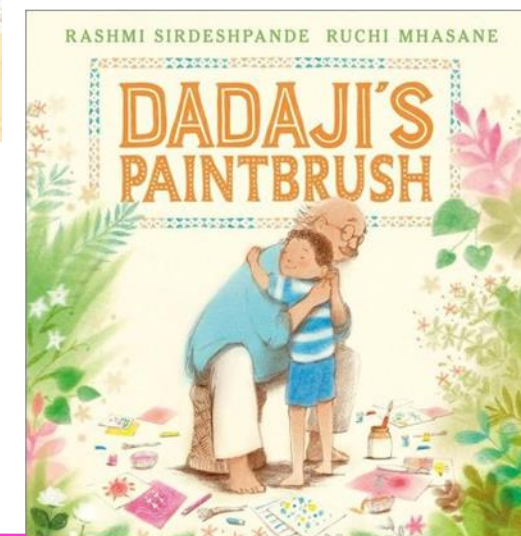
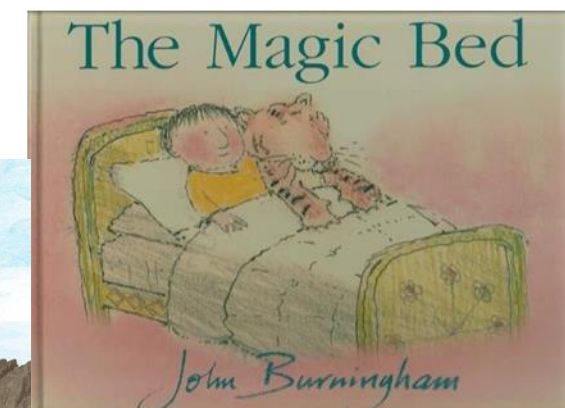
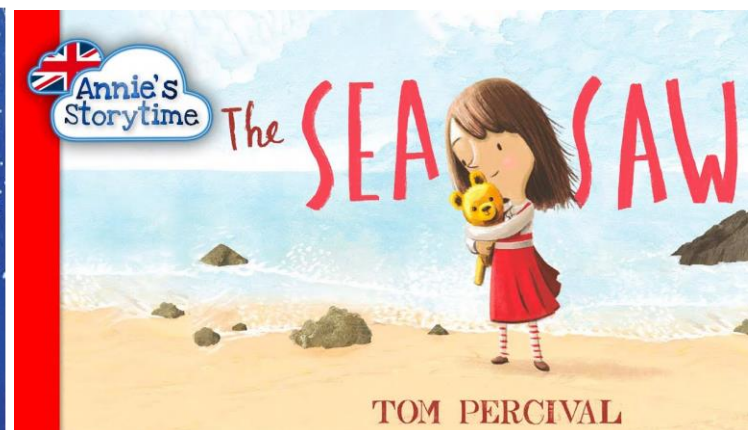
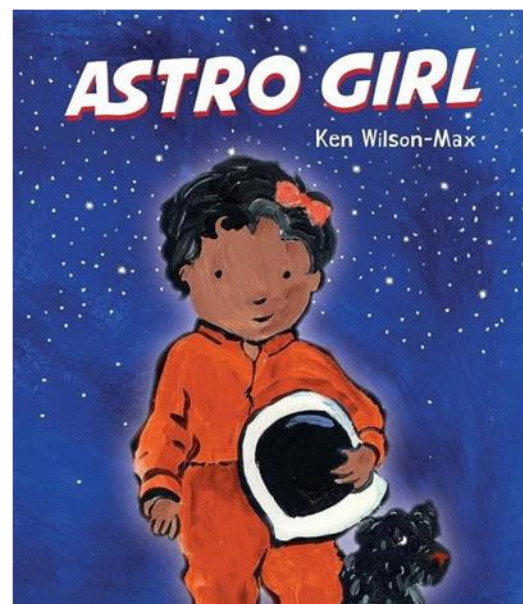
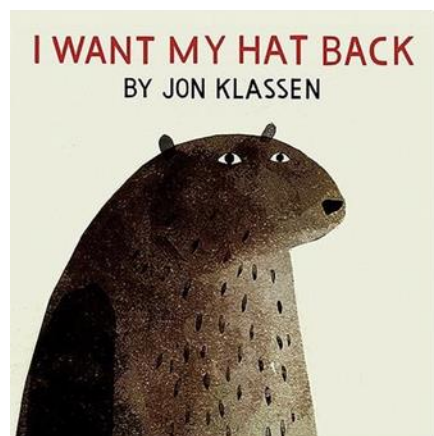
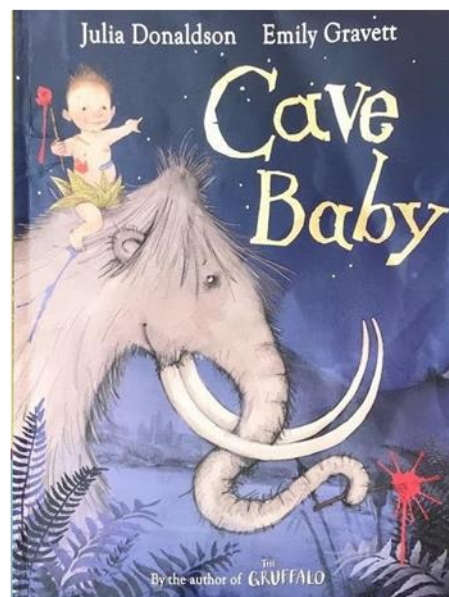
Literacy Tree uses high quality children's literature to develop sequences of learning in writing (Reception to Y6) and reading (Y2-Y6). A book-based approach ensures that reading for enjoyment and writing for enjoyment develop alongside one another whilst immersing children in a fictional world.

Through each sequence, children will have many opportunities to read as a class, with a group or partner or individually. The children will draw on their reading experiences to write in a range of different ways.





# English





# Phonics

We use the Monster Phonics programme, starting in Early Years. Most children will complete the programme at the end of Year Two.

At the heart of Monster Phonics are the multisensory activities focused on the specific sounds. These enables all types of learners to have more access to the teaching and learning, again enhancing the amount of success that takes place within the area of phonics.



We aim to teach 5 Monster Phonics sessions per week.

[https://www.youtube.com/watch?v=BqhXUW\\_v-1s](https://www.youtube.com/watch?v=BqhXUW_v-1s)



# Reading Books

## High-Frequency Words

need	very	being	people	make
called	here	look	across	were
where	some	could	have	friends
our	must	after	animals	how

## Wow Words

astonished	sweet
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## u-e words

rule	June	flute
rude	prune	include
pollute	parachute	







# Reading Books

- Children following Monster Phonics will bring home one Monster Phonics book per week. They will have read this book in school and their teacher will know they are able to read it fluently.
- In addition, children will bring home 2 'share at home' books per week. These are from our school Book Band system. The children move through the bands as their comprehension skills, confidence and fluency develops.
- Each book band level incorporates a variety of reading schemes and includes fiction, non-fiction and poetry.

# HOW CAN YOU SUPPORT READING AT HOME?



It is crucial that the children have the opportunity to practise their skills by reading frequently at home with you. Daily practice makes a huge difference to helping the children progress. Try and allow your child time to work out an unknown word or correct a mistake before jumping in to help.

We will be adding questions prompts to your child's Reading Record to help discussion about books at home. It is also really important that children are read to. This exposes the children to more sophisticated language than they can access independently. Audio books are great for this too- try them in the car!

A simple tip- just turning on the subtitles on your television can double the chances of your child becoming good at reading. <https://turnonthesubtitles.org/>

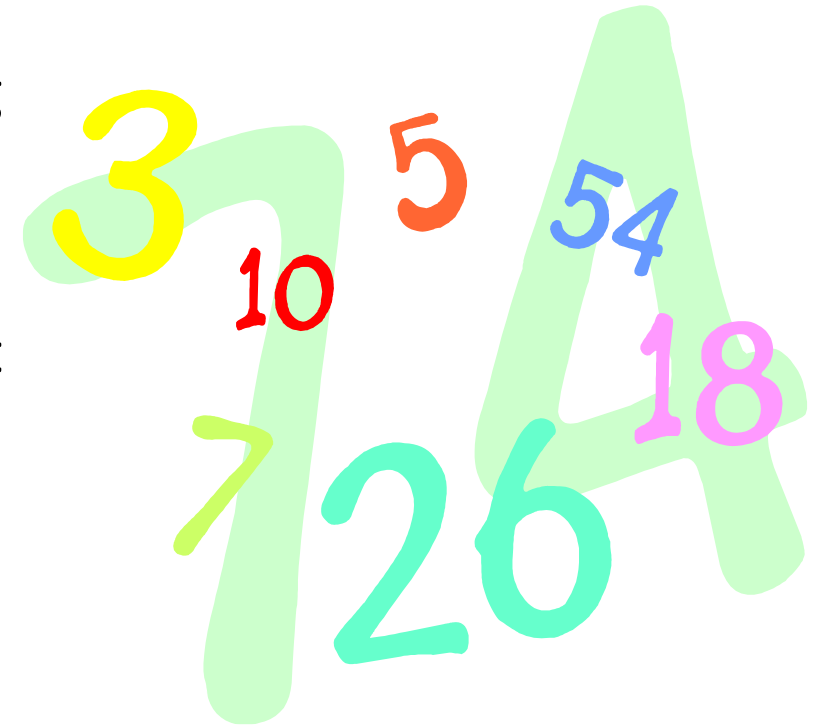




# Maths

We use the White Rose scheme for maths. There is a daily maths lesson, related to number, calculation, shape, space and measures or problem solving within these areas.

As well as this; a Flashback Four session to revisit different mathematical concepts- mainly focusing on quick recall of number facts.





# Maths

Focus for Y1 is to secure number skills:

Fluent and accurate counting

Understanding of Place Value to 10, 20 and then 50

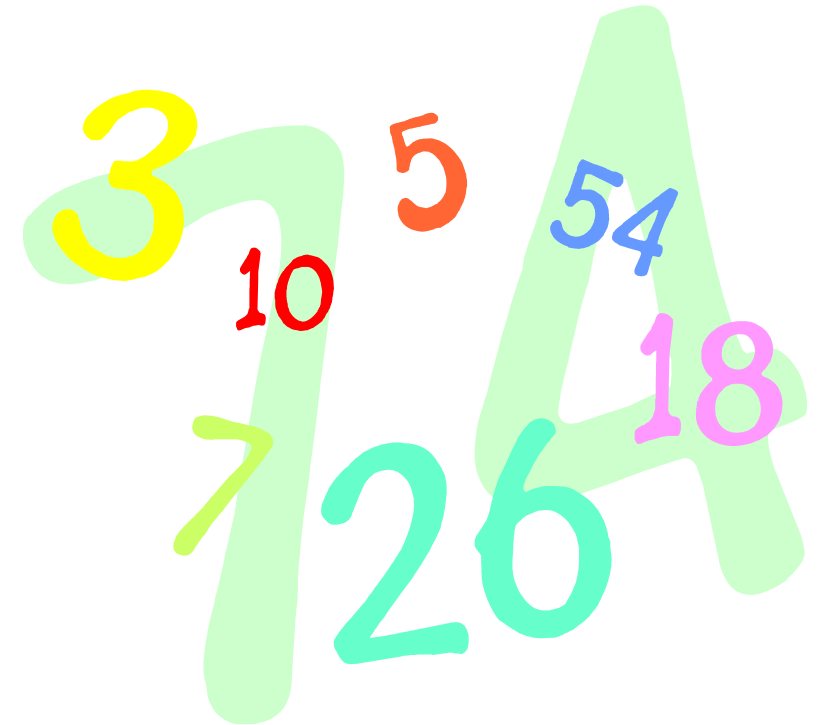
Counting on and back

Compare and order numbers

Number bonds to 10

Doubles

Counting in 2s, 5s and 10s





# Home Learning

We continue to encourage a partnership between home and school, alongside the Home School Agreement you signed when your child started school. Listening to parent feedback and being mindful of effective use of learning time in school, this year Home Learning will consist of:

- Hearing your child read- ideally 10 minutes daily. Please sign the Reading Record
- Shared/independent reading of other books
- At least weekly access on Reading Eggs
- X 3 per week NumBots
- Task from White Rose Maths Practice Journal- this will be set on a Friday, to be returned by Wednesday
- No more than 35 minutes should be spent on Home Learning, as well as daily reading
- All logins can be found in your child's Reading Record
- After Christmas weekly spellings - linked to spelling sessions and Common Exception Words.



# Contacting Teachers

We promote an open-door policy and there will be opportunities throughout the year for us to meet, such as at parent consultations and events.

As well as this, teachers will usually be available briefly at the end of the school day should you wish to speak to any of us.

**For a more personal and private conversation, please do not hesitate to contact the school office to arrange a mutual time for us to meet/speak via telephone or by email.**

All emails should be sent via the school office: [admin@redbournprimary.co.uk](mailto:admin@redbournprimary.co.uk)

If you send an email, it will be acknowledged within 2 working days and responded to within a week.

# Class Twitter Feeds



Our class Twitter feed will be updated once or twice a week.

If you wish to join our private account, please send a request via Twitter and email the office if your username/email is not easily recognisable as you.

Only parents of children at the school will be allowed to join. We can not accept requests from other family members or members of the public.





**Thank you for coming!**

Any questions?

