



Year 1 Welcome Booklet 2022-23

Welcome to Year 1



Happy learners, great achievers
Believe it can be done



Welcome to Year 1 at Frogmore Infant School

We hope you find the information
in this booklet informative and
useful.

We look forward to working with
you to ensure a happy and
fulfilling year for your child.

Miss Williams
Mrs McDonald
Mrs Heap



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At Frogmore Infant School we recognise the importance of identifying learning values which underpin the work of the school and, together with an understanding of the unique context of our school, help to ensure our school mission and aims are translated into action. We believe that the identification of a mission, aims, values and context is crucial to ensure a firm foundation for effective pupil learning and a means by which the school's approach to learning can be constructed and justified.


As a result, at Frogmore Infant School the school's values and beliefs about learning shape the culture and determine the priorities of the school, serving as the guiding force behind decision making related to the school's curriculum, assessment, policies, procedures and monitoring.

Our values:

- **Honesty**
- **Care**
- **Excellence**
- **Respect**
- **Responsibility**

Our learning values:

Be Curious



- ★ I can wonder why.
- ★ I can ask great questions.
- ★ I can use good words to say what I've noticed.
- ★ I want to know more.
- ★ I can talk about what amazes me.
- ★ I love learning new things.

Be Persistent



- ★ I always try my best – I don't give up.
- ★ I can resist distractions.
- ★ I know what to do when I am stuck.
- ★ I can cope with not knowing the answer.
- ★ I can feel proud of myself and of others.
- ★ I believe I can get better at things.
- ★ I keep going when things are difficult.

Be Self-Reflective



- ★ I can make improvements.
- ★ I can learn from my mistakes.
- ★ I can talk about my best work.
- ★ I can ask questions to help me learn.
- ★ I can use colour marking and learning checklists.
- ★ I can ask for and give feedback.
- ★ I am able to think about and understand my learning:
 - How well did I do?
 - What didn't go well?
 - What could I do differently next time?

At Frogmore Infant School we plan to ensure a high quality curriculum that:

- Is based on our own proactive thinking and a shared ethic of excellence
- Is the product of clear consideration of the sequence of content necessary for children to make progress
- Provides children with the knowledge they need for subsequent learning
- Builds deeper understanding and the capacity for skilful performance

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We follow the National Curriculum (English, Mathematics, Science, Computing, History, Geography, Art and Design, Music, Physical Education, Design and Technology and Personal, Social, Health Economics (PSHE) and the local syllabus for Religious Education (Living Difference 4).

In addition we have identified key learning experiences for:

- British Values
- Spiritual, Moral, Social and Cultural Development

These, combined with the translation of our learning values into key objectives and clearly defined cognitive skills, provide the basis for the key knowledge, concepts, skills and processes that the children will experience throughout their time at the school. We see the curriculum as all the experiences children encounter during their time in school. These include extra-curricular provision, lunchtimes, off-site visits, visitors into school, theme days and theme weeks.

Progressions of skills and knowledge

We have created Progressions of skills and knowledge (PoSK) for all National Curriculum subjects, RE and PSHE. PoSK detail where we want children to be at given points. These support teachers in ensuring learning is progressive with high quality learning outcomes, linked to developmental stages and appropriately challenging.

When devising PoSK we have:

- Looked at the purpose of each National Curriculum subject
- Identified concepts within the subject to ensure a conceptual thread running through PoSK. Children repeatedly encounter these concepts in different contexts enabling depth of learning over time
- Identified subject specific vocabulary
- Ensured the PoSK prepare children for their next stage in education

At Frogmore Infant School we plan for blocked themes (topics). Key learning content for each year group (as detailed in our progression of skills and knowledge-PoSK) is identified for each half term on a long term plan. We plan learning sequences (Schemes of Work) with the choice of learning objectives being supported by year plans, PoSK, children's prior knowledge and understanding, and our own planning model.

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What will my child do in Year 1?

The Year 1 curriculum builds on the firm foundations laid in the Reception Year. Leaving Reception behind and moving into Year 1 can feel like a big step for both children and parents. Your child's Year 1 teachers are there to make this transition easier for everyone by supporting the children (and their parents!) in their next learning step.

The children will still be learning through play, they will still be exploring, discovering and making plenty of use of role play and small world activities. Your child's day may be a little more structured than it was in Reception and they may have to sit at a table for a little longer than they are used to, but they will still also be learning in a variety of ways; while moving, exploring outdoors, in groups, on the carpet or walking around the school!

Your child will have left the EYFS behind in reception, although some goals may be carried on with them as they move into Year 1. This will be their first year of the National Curriculum. Like all year groups, Year 1 has government statutory schemes of learning to follow. There is a Year 1 phonics screening test in June, which helps your child's teachers to identify if your child is secure in sounding out and blending graphemes.

Phonics

Phonics is a big part of Year 1. Your child will continue to expand on their knowledge of phonics and will probably surprise you with just how quickly they develop their reading. They will do 20 minutes of phonics learning each day, just like they did in Reception. These are fun, pacy sessions which involve games and tasks. They will learn tricky words, spelling rules and how to sound out and blend to aid them with their reading and writing. They will be encouraged to 'have a go' at spelling when writing independently, by phonetically sounding out words. Their teachers may well ask them to 'write it like it sounds' and, as the weeks go by, they will learn the correct sounds to replace those guesses.



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Your child will learn that there are different ways to make the same phonic sound. We use rhymes to help your child remember them.

ea: cup of <u>tea</u>
oi: spo <u>il</u> the boy
a-e: make a cake
i-e: nice smile
o-e: phone home
u-e: huge brute
aw: y <u>awn</u> at d <u>awn</u>
are: sh <u>are</u> and c <u>are</u>
ur: p <u>ur</u> se for a n <u>ur</u> se
er: a bett <u>er</u> lett <u>er</u>
ow: br <u>ow</u> n c <u>ow</u>

ai: sn <u>ai</u> l in the r <u>ai</u> n
oa: g <u>oa</u> t in a b <u>oa</u> t
ew: ch <u>ew</u> the st <u>ew</u>
ire: f <u>ir</u> e f <u>ir</u> e!
ear: h <u>ear</u> with your e <u>ar</u>
ure: s <u>ure</u> it's p <u>ure</u> ?
tion: (celebrat <u>ion</u>)
tious / cious: (scrumptious / delicious)
e: h <u>e</u> m <u>e</u> w <u>e</u> sh <u>e</u> b <u>e</u>

ay: m <u>ay</u> I pl <u>ay</u>
ee: what can you s <u>ee</u>
igh: fly h <u>igh</u>
ow: bl <u>ow</u> the sn <u>ow</u>
oo: p <u>oo</u> at the z <u>oo</u>
oo: l <u>oo</u> k at a b <u>oo</u> k
ar: st <u>ar</u> t the c <u>ar</u>
or: sh <u>or</u> t the d <u>oor</u>
air: that's not f <u>air</u>
ir: wh <u>ir</u> l and tw <u>ir</u> l
ou: sh <u>ou</u> t it <u>ou</u> t
oy: t <u>oy</u> for a b <u>oy</u>

The following website has lots of good advice for parents:

<https://www.oxfordowl.co.uk/for-home/reading/phonics-made-easy/>

Cued articulation

To support our teaching of phonics, we use cued articulation to model to the children (with actions) how the sound is formed.

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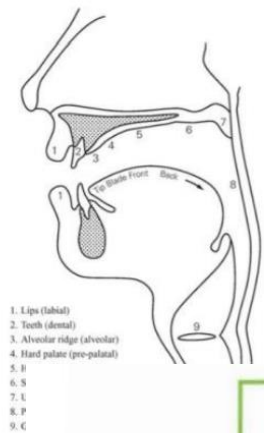


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The following website models these actions:

<https://www.youtube.com/watch?v=gyGX3RcLG74>

CUED CONSONANTS by Jane Passy



Topics and stories

Your child will be learning through a topic this year, which makes lessons relevant and exciting. They will learn English through all sorts of wonderful stories and they will also act out stories that may be familiar to you at home. They will plan and write their own wonderful creative stories, design posters and leaflets. They will learn to write in sentences

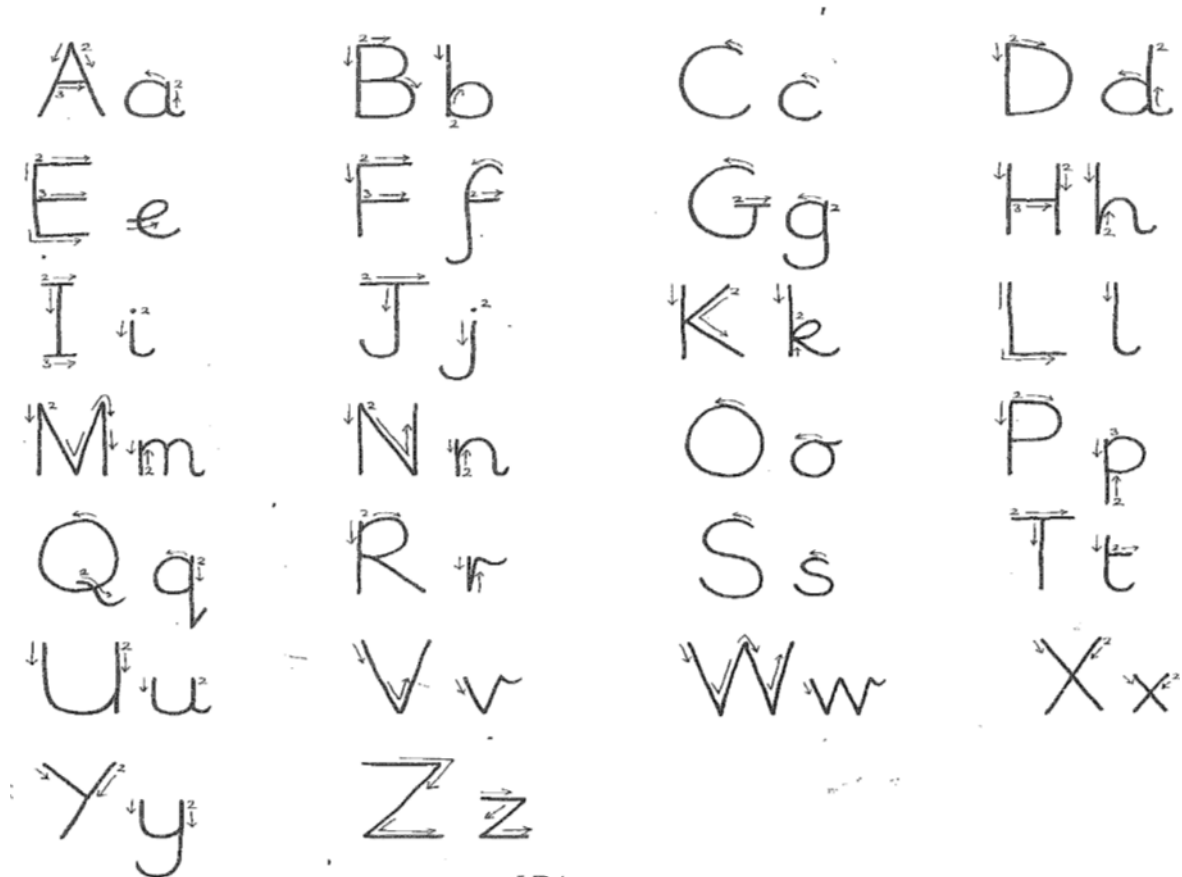
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and to use exciting language — all while improving their handwriting. You will probably be amazed at their development on your first parents' evening!

At Frogmore Infant School we teach the following letter formation:



Carry on reading

Reading at home with your child is so important. It helps them to develop their learning in lots of areas. Your child's teacher will send a reading book for your child to read at home. You may not always have time to read the whole book but just a few pages a day can increase their confidence and get them into the routine of practising and applying their phonic knowledge. Sometimes parents say 'Oh my child wanted to read a book from home'. As long as they are reading, that's fantastic. Most children this age really love to read new and familiar stories.

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If your child is stuck on a word encourage them to:

- Use the pictures
- Sound out the word
- Reread the sentence
- Skip the word and come back to it

- Read lots!! Don't forget to complete our Red Every Day award card every time you read with your child.
- Keep reading time relaxed, comfortable and pleasurable, with the television turned off!
- Talk about the cover and read the title before rushing your child into the text, asking questions, such as: What do you think it will be about? What sort of book is it? Have you read one like this before?
- Look through the book, noticing interesting pictures and words, then read the opening together.
- Don't correct too quickly. If your child makes an error suggest having another go, searching the pictures for a clue, sounding out the first letter or reading on before you 'tell' the problem word.
- If your child is really struggling, take over the reading yourself and let the teacher know.
- When your child brings home a book that has been read before ask for a summary before reading it again, then discuss the book at a deeper level than last time. Re-reading is very important to develop fluency and confidence.

Spelling

Your child will learn the following words to spell off by heart in Year 1:

Autumn term	Spring term	Summer term
Phase 3 the, to, I, no, go, so, a, is, has, his Phase 4 he, she, we, me, be, was, my, by, you, put, her, they, all, are, have	do, today, of, said, says, were, your, here, there, where, come. some	love, one, once, ask, friend, school, push, full, house, our

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We use the **Folded Paper** method of learning spelling-

- Fold a piece of paper into quarters and open up
- Look at the word, say it aloud a few times and then write it down in the top left quarter of the page
- Copy the word into the top right quarter of the page and write it with different colours at least 5 times
- Fold the paper in half long ways so you cannot see the word
- Write the word from memory in the bottom left corner
- Close your eyes and write the word from memory in the bottom right corner

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Year 1

Vocabulary, Grammar and Punctuation Terminology

Letter

A written mark that stands for a speech sound; specific character of an alphabet.

'A' and 'Z' are the first and last letters of our alphabet.

f

C

Sentence

A complete unit of words in either writing or speech with a clear beginning and a full stop. A sentence usually has a subject and a verb. Sentences can state things, ask questions, give commands, or be exclamations.

- I got a bike and a football for my birthday.
- Would you like chips for tea?
- What a dreadful noise!



Full Stop

A full stop is used at the end of a sentence or abbreviation.

- All their meals arrived at the same time.
- The girl put away her bike.
- etc.
- e.g.

Capital Letter

A letter of the alphabet used for proper nouns and to start a sentence.

- Look at Gary!
- My dog is called Peaches.



Exclamation Mark

An exclamation mark is used after a word or words that express strong feelings.

- "Look up there!" she yelled.
- Ow! That hurt!

Punctuation Marks

Punctuation marks are essential when you are writing. They show the reader where sentences start and finish and if they are used properly they make your writing easy to understand.

Word

A sound, group of sounds, or the symbols for such sounds in writing that have some meaning. Words are a basic unit of language.

Question Mark

A question mark is used at the end of a sentence that asks a question.

- What time are you going to the fair?



Plural

The form of a word that names or refers to more than one thing. The plural of 'cat' is 'cats.'



Singular

The form of a word that names or refers to only one person or thing. You used the plural, 'cats,' when you should have used the singular, 'cat.'





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Maths

Maths lessons have plenty of hands-on activities. Your Year 1 child will count with objects and work in groups to explore shapes and pattern. Now that they are using numbers over 20, they will learn to use a 100 square and number line to help with their adding and subtracting. Number bonds will also be reinforced. They will learn to count forwards, backwards, in 2s, 5s, 10s, 20s, and they will double and halve. They will do maths inside and outdoors and, because we work in a very cross-curricular way in Year 1, he/she will be talking about maths during other subjects, for example; while measuring ingredients for cooking (DT) or drawing maps in geography.

Mental calculation strategies

The ability to calculate in your head is an important part of maths and an important part of coping with every day life! Children are taught to learn number facts by heart and use known facts to work out facts they cannot recall rapidly.

We want our children to be able to:

Recall rapidly all pairs of numbers with a total of 10
e.g. $7+3$

Recall rapidly addition and subtraction facts to 10

Recall rapidly addition doubles of all numbers up to 6 e.g. $4+4$, $5+5$

Begin to recall rapidly all pairs of multiples of 10 with a total of 100 e.g. $70+30$

Count in 2s, 5s and 10s

Begin to know all pairs of numbers with a total of 20 e.g. $17+3$

We teach children to:

Count on and back in ones, always putting the biggest number first when adding e.g. $8+4$, $3+15$

Reorder numbers when adding to find pairs that make 10 e.g. $6+4+5$

Using near doubles e.g. $5+6$... Add $6+6$ and then take one away

Know their addition and subtraction facts to 10 off by heart

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What are number bonds?

Number bonds are also often referred to as 'number pairs'. They are simply the pairs of numbers that make up a given number e.g. $15+5$ and $13+7$ are number bonds for 20, $3+3$ and $4+2$ are number bonds for 6.

Mastering number programme

To support the children with their maths fluency, we also follow the 'Mastering number programme' in addition to the daily maths lessons.

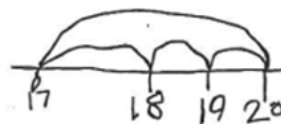
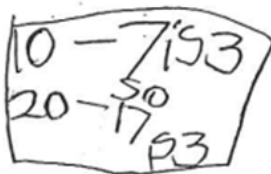


Written Calculation Strategies

Addition and Subtraction—we teach children to use written notes, pictures etc to aid their mental calculation strategies. We encourage children to:

- Use their own individual means of recording. Many children use pictures, words and symbols. Different methods are often used by different children for the same calculation and this can lead to some useful discussion e.g.

There are 20 children in our class. Three are away today. How many are here?



2 away would be 18
so 3 away must
be 17.



Helping with maths at home

Support your child with their Mathletics homework

<http://uk.mathletics.com/>

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Read numbers when out and about e.g. prices, house numbers, car registration ISBN numbers on books, signs etc

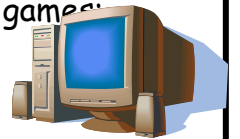


Practise counting in 2s, 5s, and 10s. Remember to count forwards and backwards.

Practise adding one more/less, 10 more/less in your head with any number to 100 and then beyond.



Play games involving maths e.g. snakes and ladders, Monopoly etc
Play maths games on the internet- the following sites have some great games:
<https://www.bbc.co.uk/bitesize/subjects/zjxhfg8/year/zjpqqp3>



Teach your child to tell the time. Start with o'clock, half past and then quarter past and quarter to.



Let your child handle money. Practise recognising the coins, making different amounts, adding in 10s and giving change.



Mathletics

Mathletics is an interactive online website that builds pupil engagement and consolidates maths knowledge. Your child will be set homework on here each week.

You have already been given your child's log on. If you need help with this, please speak to your child's classteacher.

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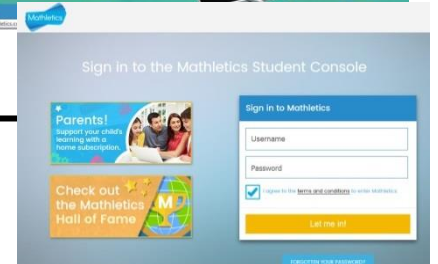
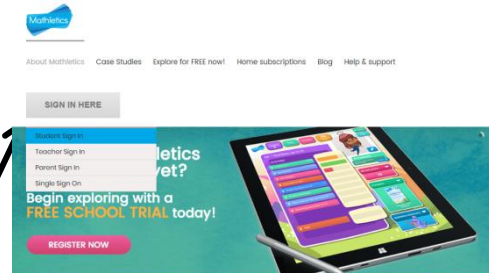
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Please talk to your child about the importance of keeping their passwords safe and secure

To access the homework, please follow these steps:
Go to <http://uk.mathletics.com/>

Click at the top of the page where it says 'sign in here' and scroll down to find 'student sign in'

Then use your personal username and password to complete the log in.



Your new look Mathletics is here...

We've been working hard to create a brand new Mathletics, purpose-built for primary students. It's designed to help you study and take greater control of your learning. Your points and results have already been transferred. Explore today...



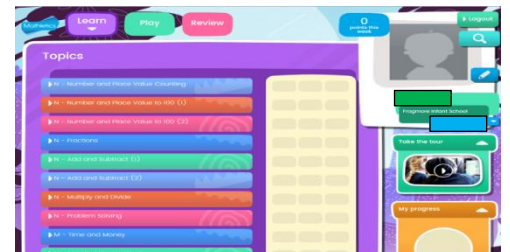
Stick with current Mathletics



Explore the new Mathletics

Click 'Explore the new Mathletics.'

The student console should look like this:



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Our Year 1 topics for 2022/23

Date	Topic	Key learning	How you can help at home
Autumn 1	Marvin the Martian	Science: animal and human classification Design Technology- cutting, joining and hinges Art- painting, colour mixing and collage Maths- measurement (length, height, mass, weight, capacity and volume), Time- days of the week, seasons and money Computing- word processing, Paint, 2Publish, programmable toys PE- games, gymnastics Writing- descriptions, stories, speech bubbles RE – harvest and special food.	Read stories about space and aliens Use information books about animals Describe pictures of aliens- how many different words can you think of? Think about days of the week/ seasons/ weather Play games with coins.
Autumn 2	Rascally Cake	Science- materials Art- clay, bottle angels, angel art with pastels Computing- programmable toys, word processing, 2 simple RE- Light as a symbol, Christmas story Writing- recipes and instructions PE- games, dance Maths- measurement (length, height, mass, weight, capacity and volume), Time- days of the week, seasons and money DT – food technology, flap joins	Read different versions of the Christmas story Play with coins- recognise them, sort them, add amounts Play counting games and games where number lines or tracks are used. Talk about what objects are made from
Spring 1	Jake's Quest	Maths- measurement (length, height, mass, weight, capacity and volume), Time- days of the week, seasons and money. 2D and 3D shapes and fractions of shapes. Writing- stories, captions, wanted posters. Geography and Science – weather study. Science- grouping materials History- comparing with present with the past Design Technology- structures, fluting	Talk about what different buildings are made from Visit a castle Practise giving and receiving instructions e.g. left, right, forwards

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		PE- games, dance Computing- internet, control technology, logo, algorithms Art- painting RE – Holi and remembering.	
Spring 2	Place Detectives	Maths- measurement – length, geometry – position and movement Writing- captions, descriptions and adverts Geography- features of our local area, using maps, simple coordinates PE- games, gymnastics Computing- algorithms, digital images Art- drawing and sketching, sculpture RE- Easter	Looking at maps Telling the time Using the language of time e.g. months of the year, 1 hour later etc Drawing buildings and naming their key features e.g. guttering, window pane Reading stories about the life of Jesus
Summer 1	Great Fire of London Amazing Animals	Maths- weight, mass, volume, capacity and money. Writing- diary, riddles, fact sheet. History- change over time, key events, chronology, local artist Science- weather review, naming body parts, labelling insects, sorting using different criteria, canopy and pond study, habitats PE- athletics Computing- websites, art package – adding an image from a file. Art- observational drawings of animals	Writing menus for meals at home Cooking and looking at how heat changes the mixture
Summer 2	Passport to Health	Writing- narrative, poetry and instructions Maths- position and movement, shape, time Science- keeping healthy, staying safe PE- games, dance Computing- word processing, use of internet, digital photos and video DT- textiles and food technology RE – special places, church and temple	Find out about different sports. Make up your own fitness plan.

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General Information

Absence from school

Holidays

The Department for Education has recently issued new guidelines on attendance and has made it quite clear that the current law does not give any entitlement to parents to take their child on holiday during term time. Any application for leave must be in exceptional circumstances with the Headteacher being satisfied that the circumstances warrant the granting of leave. In addition, parents can be fined for taking their child on holiday during term time without consent from the school. Please see 'Information on Penalty Notices' leaflet- available on our school website.

Illness

If your child is ill, please inform the school office by telephone or letter on the first day of the illness.

Birthday sweets

Please note that we are unable to distribute sweets/cakes to other children on your child's birthday due to the high number of children who have food allergies.

Charging Policy

Although education provided by the school is free, charges may be made in certain circumstances. The school will usually request a voluntary contribution from parents towards the costs of educational visits or visiting groups. Without these contributions many activities could not take place, although children are never excluded from an event if parents are unable to make a contribution towards the cost. Please note that if your child is unable to attend a school trip and contributions have been paid, all returnable money will be reimbursed to parents.

Contacts

If you have questions about any of the topics in the table below, or would like to speak to a member of staff:

Email adminoffice@frogmore-inf.hants.sch.uk

We'll forward your email on to the relevant member of staff

Remember: check our website first, much of the information you need is posted there.

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I HAVE A QUESTION ABOUT...	WHO YOU NEED TO TALK TO
Class activities/lessons/homework	Your child's class teachers
Payments	School office
School trips	School office
Uniform/lost and found	School office
Attendance and absence requests	If you need to report your child's absence, call: 01252 872601 If you want to request approval for term-time absence, contact school office
Bullying and behaviour	Class teacher
School events/the school calendar	School office
Special educational needs	Class teacher or Mrs Brooks
Before and after-school clubs	School office
The PTA	PTA website- www.pta-events.co.uk/fis-pta
The governing board	Rita Vasa, Chair of Governors via the school office
School meals	School office

Equal Opportunities

One of the fundamental principles on which Hampshire's education policy is based is that all pupils, irrespective of gender, race or disability should have access to, and the chance of benefiting from, the educational opportunities provided by the Council. We have an Equalities Policy which is available on the school website.

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Internet Safety

During their time at Frogmore Infants, children will access the internet to support and enrich their learning. We ensure that children are given clear objectives for internet use and that sites used reflect children's age and maturity. Children are not allowed to access public chat rooms and social network sites while on the school premises. We talk to children about responsible internet use and use www.thinkuknow.co.uk as a useful resource as well as Sid's Top Tips. Children are accessing technology and the internet at a younger age than ever before. It's never too early to talk to your child about what they do online and who to tell if they come across anything online that makes them feel worried, scared or sad.



Jewellery

- A single stud earring in each ear is permitted. Children must remove or tape over their earrings for PE. Please note that staff are not allowed to remove children's earrings under any circumstances.
- All children must remove watches for PE.
- The school does not accept responsibility for the loss or damage of any jewellery a child brings to school.
- Children are not permitted to wear bracelets and/or necklaces.

Lost Property

The lost property box is located outside the school office. Please remember to name all school clothing, book bags, etc.

Medicines in School

If your child requires regular medication (e.g. asthma inhaler) or needs to complete a course of prescribed medicine, we are able to supervise their administration. Please ask at the school office for a medicine form and ensure that all medicines are clearly labelled with your child's name. Please note we are unable to administer non-prescription medicines. Please ensure that prescription medicines are in their original container. If medicines are in dose frequencies, it is helpful that they are taken outside of school hours where possible e.g.

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medicines needed to be taken three times a day can be taken at breakfast time, after school and at bedtime.

Parents' Cars

Kindly note that the school car park is for staff only. Parents are able to park on Green Lane and in Frogmore Road. Please take care not to park on the yellow markings or to block the driveways of local residents.

Photographs and videos

At the beginning of your child's time in school we invite parents to sign a consent form to allow us to take photographs/videos of your child for the purpose of school activities. We do allow parents to take photographs/videos of their child at school events, although we do insist that images are not displayed on public sites/shared with others e.g. Facebook.

Religious Education

The school follows Hampshire's Living Difference syllabus. All parents have the right to remove their children from RE lessons if they wish to, in which case supervision is provided. Requests should be made in writing to the Headteacher.

Relationships and Sex Education

Our Relationships and Sex Education Policy is very much in line with Hampshire guidelines and is taught through science and personal education. We aim to develop children's self-esteem, a caring attitude towards each other and their awareness of themselves as human beings. The policy is available on the school website.

Toys

Children should only bring toys to school in relation to a specific topic, and when indicated by the class teacher. Please note that the school does not accept responsibility for any loss or damage to the toys children bring into school.

Website

Please remember to use our school website for information about the curriculum and to see photos of the curriculum in action.

www.frogmore-inf.hants.sch.uk

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